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ABSTRACT

The quality and utility of NCEC information analysis products, including ERIC clearinghouse products, PREP reports, and EMC bibliographies, are evaluated. The chapters in this volume of the evaluation study are as follows: I. Introduction, which describes the NCEC information analysis products, issues to be addressed, study approach, and report organization; II. Summary, which provides an overview of the entire study in capsule form; III. Review of Survey Methodology, which presents a detailed account of the survey methodology; IV. Description of the Respondent Populations, which describes the survey respondent populations by their various user characteristics; V. Survey Findings on Respondents' Familiarity with NCEC Information Analysis Products, which presents and discusses data concerning familiarity levels of respondent populations; VI. Comparison of the Two Samples in the General Field Survey, which is a simple comparative display of the overall evaluations of substantive papers; VII. Report on the Evaluation Data of NCEC Information Analysis Products, which provides several aggregated data analyses; and VIII. Summary Findings, Conclusions, and Recommendations, which are organized by study objectives and issues. Seven appendixes provide the following: Listing of Documents in Product Sample; Forms Used in Obtaining Level-of-Effort and Level-of-Visibility Data; Tabulations on Semi-Professional/Clerical and Non-Labor Costs; Complete Questionnaire Packages; Documentation of Sampling Procedures; Additional Analysis Tables; and Glossary. (For related document, see ED 064 528.) (DB)

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EVALUATION STUDY OF NCEC INFORMATION ANALYSIS PRODUCTS: FINAL REPORT

VOLUME I

DESCRIPTION OF STUDY METHODOLOGY AND FINDINGS

AA001006

JUNE 1972

SDC.
SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

EVALUATION STUDY OF NCEC INFORMATION ANALYSIS PRODUCTS: FINAL REPORT

VOLUME I

Description of Study Methodology and Findings

Judith Wanger

June 1972

Education and Library Systems Department
System Development Corporation
Falls Church, Virginia

FOREWORD

The research reported here was performed by System Development Corporation under Contract Number OEC-0-71-3709 with the Office of Education, U.S. Department of Health, Education and Welfare.

This report reflects work carried out by the SDC project team including Judith Wanger, Project Director, Mildred A. Henderson and Mary Jane Ruhl. Dr. Robert V. Katter, Karl Pearson, Ann Luke, and Sharon Schatz assisted in several tasks of the project. Dr. William J. Paisley of Stanford University's Institute for Communication Research served as principal consultant; he advised us in matters of study design and contributed significantly to the analysis of survey data. All work was performed under the close guidance and supervision of Dr. Carlos A. Cuadra, Manager of the Education and Library Systems Department.

We would like to thank several individuals and groups who helped us on this study. Our USOE project officers, Nancy Joyce and Betty Rasmussen in the Office of Program Planning and Evaluation, were particularly supportive and helpful. Our NCEC advisory board members, Dr. Lee Burchinal, Charles Haughey, and Richard Elmendorf, were regular reviewers of our plans and progress, and they contributed many useful ideas and suggestions. Linda Harris, Kenneth Lindsay, William McCleary, Frank Mattas, and Richard Lavin were non-USOE advisory board members who helped in specific tasks of the project--some in the review of questionnaires and others in the review of our draft report. Their guidance was very much appreciated.

The NCEC staff and the ERIC clearinghouse personnel were most helpful and cooperative in fulfilling our several requests for information and materials.

We are particularly indebted to personnel in the ERIC clearinghouses, state and local educational agencies and centers, and the ERIC Document Reproduction Service, who provided us with the names of potential survey participants.

And last, we would like to thank the many educators who took the time to respond to our questionnaires. There were those who encouraged us by writing notes and letters about the importance of such a study, and there were those who simply delighted us with their observations of our survey process, particularly the one respondent who, in bearing with us through the two-phase survey, asked: "What's next? The suspense is marvelous! Sincerely yours, BC0445."

TABLE OF CONTENTS

Chapter — Page

I. INTRODUCTION I-1

A. NCEC INFORMATION ANALYSIS PRODUCTS I-2

ERIC Clearinghouse Products I-2
PREP Reports I-3
EMC Bibliographies I-4

B. ISSUES TO BE ADDRESSED IN THE STUDY I-5

C. STUDY APPROACH I-6

D. ORGANIZATION OF THE REPORT I-8

II. SUMMARY II-1

A. PURPOSE AND SCOPE OF STUDY II-1

B. STUDY DESIGN II-1

The Product Sample II-2
The Survey Populations II-2
The Survey Instruments II-3
The Survey Procedures II-4
Data Analysis II-5

C. MAJOR SURVEY FINDINGS II-6

How Well Are NCEC Products Received by Users? II-7
How Useful Are NCEC Products? II-8
What Kinds of Impact Are NCEC Products Having? II-9
Do Products Involving Higher Production Effort Receive Higher Ratings? II-9

D. GENERAL CONCLUSIONS AND RECOMMENDATIONS II-10

III. REVIEW OF SURVEY METHODOLOGY III-1

A. OVERVIEW OF SURVEY PLAN III-1

The Product Sample III-1
The Survey Instruments III-1
The Survey Participants III-3
The General Field Survey III-5
The Specialists' Survey III-5

TABLE OF CONTENTS (continued)

Chapter — Page

B. THE PRODUCT SAMPLE III-7

Identification of the Product Universe III-8
Analysis and Classification of Products III-10
Reductions of the Product Universe III-13
Characterization of the Product Sample III-22

C. THE SURVEY INSTRUMENTS III-31

General Field Survey Questionnaires III-31
Specialists' Survey Questionnaire III-37

D. THE SURVEY PARTICIPANTS III-39

The General Field Survey III-39
The Specialists' Survey III-47

E. THE GENERAL FIELD SURVEY III-52

Screening Questionnaire Survey--Phase 1 . . . . III-52
Evaluation Questionnaire Survey--Phase 2 . . . . III-54

F. THE SPECIALISTS' SURVEY III-65

IV. DESCRIPTION OF THE RESPONDENT POPULATIONS IV-1

A. GENERAL FIELD SURVEY RESPONDENT POPULATIONS IV-2

Screening Survey (Q1) Respondents IV-2
Evaluation Survey (Q2 and Q3) Respondents IV-17

B. SPECIALISTS' SURVEY RESPONDENT POPULATION IV-21

V. SURVEY FINDINGS ON RESPONDENTS' FAMILIARITY WITH NCEC INFORMATION ANALYSIS PRODUCTS V-1

A. RESPONDENTS' GENERAL FAMILIARITY WITH PRODUCTS V-1

B. RESPONDENTS' FAMILIARITY WITH SPECIFIC PRODUCTS V-11

C. CURRENT ANNOUNCEMENT AND DISSEMINATION PROCEDURES. V-17

VI. COMPARISON OF THE TWO SAMPLES IN THE GENERAL FIELD SURVEY . . . VI-1

TABLE OF CONTENTS (continued)

Chapter — Page

VII. REPORT ON THE EVALUATION DATA OF NCEC INFORMATION ANALYSIS PRODUCTS VII-1

A. INTRODUCTION VII-1

Analysis Variables VII-2
Statistical Procedures VII-4
Organization of Chapter VII-6

B. EVALUATIONS ON THE DIMENSIONS OF QUALITY VII-11

Treatment of Subject VII-12
Up-to-Dateness VII-22
Organization and Clarity of Writing. VII-26
Format VII-30
Choice of Author and Accuracy in Reporting VII-33

C. EVALUATIONS OF DIMENSIONS OF UTILITY VII-37

Relevance and Need VII-38
Purposes of Use and Degree of Usefulness. VII-46
Comparative Usefulness VII-52

D. EVALUATIONS ON THE DIMENSION OF IMPACT VII-54

E. EVALUATIONS BY PRODUCT TYPE AND LEVEL OF EFFORT VII-58

F. COMPARISON OF EVALUATIONS BY "INTENDED AUDIENCES" VII-73

G. EVALUATION OF PRODUCTS IN THE "DISADVANTAGED" SUBJECT AREA VII-90

H. EVALUATION BY LEVEL OF VISIBILITY VII-94

I. SUMMARY ANALYSES ON SELECTED VARIABLES VII-96

VIII. SUMMARY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS. VIII-1

A. MAJOR STUDY ISSUES. VIII-2

Are Users Familiar With NCEC Information Analysis Products? VIII-2
Are Products Meeting Needs of Educators? VIII-6
What Kinds of Impact, If Any, Are the Products Having? . . VIII-8
How Well Are The Products Received By Their Users and Intended Audiences? VIII-9

TABLE OF CONTENTS (continued)

Chapter | Page

B. ANALYSES BY LEVELS OF EFFORT AND VISIBILITY VIII-15

C. RECOMMENDATIONS FOR A CONTINUING METHODOLOGY FOR EVALUATING NCEC INFORMATION ANALYSIS PRODUCTS VIII-17

Assessment of the Outreach of Products. VIII-17
Continuing Evaluation of Products VIII-19

APPENDICES

A. LISTING OF DOCUMENTS IN PRODUCT SAMPLE. A-1

B. FORMS USED IN OBTAINING LEVEL-OF-EFFORT AND LEVEL-OF-VISIBILITY DATA. B-1

C. TABULATIONS ON SEMI-PROFESSIONAL/CLERICAL AND NON-LABOR COSTS C-1

D. COMPLETE QUESTIONNAIRE PACKAGES D-1

E. DOCUMENTATION OF SAMPLING PROCEDURES. E-1

F. ADDITIONAL ANALYSIS TABLES. F-1

G. GLOSSARY. G-1

8

LIST OF TABLES

Page

III-1. General Description of Four Instruments Used in the Two Surveys III-2

III-2. General Description of Sources Used on Two Samples of the General Field Survey III-4

III-3. "Universe" of ERIC Clearinghouse Information Analysis Products III-15

III-4. Sample of ERIC Clearinghouse Products from First Reduction . . III-19

III-5. Universe and Sample Selections of PREP Reports and EMC Bibliographies III-23

III-6. Composition of Final Product Sample by Product Type and (Clearinghouse) Subject Area III-24

III-7. Distribution of Documents in Product Sample by Level of Effort in Professional Man-hours Across all Product Types and for Each Product Type Class III-28

III-8. Distribution of Visibility Level in Number of Copies Distributed Across all Product Types and for Each Product Type in Sample III-30

III-9. Topics of Items on Evaluation Questionnaires and Specialists' Questionnaires III-36

III-10. General Parameters for the Random Sample of the General Field Survey III-40

III-11. Number of General Field Survey Participants Identified by Sampling Units within Random and Non-random Samples III-46

III-12. Screening Questionnaire (Q1) Mailings and Returns by Sampling Units III-53

III-13. Examples of Documents Assigned to Selected Respondents III-61

III-14. User Evaluation Questionnaire (Q2) Mailings and Returns by User Groups and by Samples III-62

III-15. Non-user Evaluation Questionnaire (Q3) Mailings and Returns by User Groups and by Samples III-63

III-16. Contacts and Returns for the Specialists' Survey (Q4) III-65

LIST OF TABLES (Continued)

Page

IV-1. Work Settings of Screening Survey (Q2) Respondents by Samples IV-3

IV-2. Roles/Functions of Screening Survey (Q2) Respondents by Samples IV-5

IV-3. Derivation of General User Typology IV-7

IV-4. Interests--"Major" and "Other"--of Screening Survey (Q1) Respondents by Samples IV-9

IV-5. "Major" Interests of Screening Survey (Q1) Respondents by User Groups and Samples (in Percentages) IV-11

IV-6. "Other" Interests of Screening Survey (Q1) Respondents by User Groups and Samples (in Percentages) IV-13

IV-7. Description of User Evaluation Survey (Q2) Respondents by User Groups and by Samples IV-19

IV-8. Description of Non-user Evaluation Survey (Q3) Respondents by User Groups and by Samples IV-20

IV-9. Description of Specialists' Survey Respondents by Setting and Role/Function IV-22

V-1. Percentage of Phase 1 Respondents (General Field Survey) by Sample Groups, Who Report Having Read/Skimmed or Heard About NCEC Products V-2

V-2. Summary Index of Screening Questionnaire (Q1) Respondents' Familiarity with NCEC Products V-3

V-3. Percentages of Screening Questionnaire (Q1) Respondents, by User Group and Samples, Who Reported Having Read/Skimmed Products V-5

V-4. Percentages of Screening Questionnaire (Q1) Respondents, by User Group and Samples, Who Reported Only Having Heard About Products V-9

V-5. Users and Specialists Reporting Familiarity with Assigned Documents from the Product Sample V-12

LIST OF TABLES (Continued)

Page

V-6a. Levels of Familiarity Reported by User Evaluation Questionnaire (Q2) Respondents for Each Product Type by Levels of Visibility V-13

V-6b. Levels of Familiarity Reported by User Evaluation Questionnaire (Q2) Respondents for Each Product Type by Levels of Effort V-14

V-6c. Levels of Familiarity Reported by User Evaluation Questionnaire (Q2) Respondents for Each Product Type by Subject Areas V-15

V-7. Responses from Selected States to Questions on PREP Report Dissemination Activities V-18

V-8. Special Publicity Received by ERIC Clearinghouse Products . . V-21

VI-1. Comparison of Random and Non-random Samples on Reader Responses to Evaluation Questions for all Reviews and Practical Guidance Papers VI-3

VII-1. Classes of Responses and Respondents from Evaluation Survey Instruments VII-1

VII-2. Readers' and Specialists' Evaluations on "Coverage" and "Selection of Content/Material" Dimensions for all Product Types VII-13

VII-3. Readers' Evaluations on Dimensions of "Length" for Reviews and Practical Guidance Papers and "Number of References" for Bibliographies VII-15

VII-4. Specialists' Evaluations on "Choice of References" Dimension for Bibliographies VII-16

VII-5. Readers' Evaluations on Dimensions of "Discussion" for Reviews and Practical Guidance Papers and "Usefulness of Textual Materials" in Bibliographies VII-17

VII-6. Specialists' Evaluations on "Interpretation" Dimension by Product Type VII-19

VII-7. Recency of Reading Products Reported by Readers and Specialists VII-23

LIST OF TABLES (Continued)

Page

VII-8. Readers' and Specialists' Evaluations on "Up-to-Dateness" of all Product Types VII-24

VII-9. Readers' and Specialists' Evaluations on "Organization" Dimension for all Product Types VII-27

VII-10. Readers' and Specialists' Evaluations on "Writing" Dimension for Reviews and Practical Guidance Papers VII-28

VII-11. Readers' and Specialists' Evaluations on "Format" Dimension for all Product Types VII-31

VII-12. Specialists' Evaluations on "Author Selection" and "Accuracy" Dimensions of all Product Types VII-34

VII-13. Specialists' Evaluations on "Relevance" and "Needs" Dimensions for all Product Types VII-39

VII-14. Readers' Evaluation on "Relevance" and "Need" Dimensions for all Product Types VII-40

VII-15. Judgements on Potential "Relevance" of Documents Reported by Non-Readers (Q2) and Non-Users (Q3) VII-41

VII-16. Judgements on Potential "Usefulness" of Documents Reported by Non-Readers (Q2) and Non-Users (Q3) VII-43

VII-17. Reasons for not Reading Products Previously Seen or Heard of Reported by Non-Readers (Q2) and Non-Users (Q3) VII-45

VII-18. Readers' Evaluations on "Degree of Usefulness" Dimension for Reviews and Practical Guidance Papers VII-47

VII-19. Potential Uses of Those Products Recommended to Colleagues by Specialists VII-50

VII-20. Readers' Report on Use of Bibliographies VII-51

VII-21. Readers' and Specialists' Evaluations on "Comparative Usefulness" of Products VII-53

VII-22. Readers' Report on "Impact" Dimension for all Products Types VII-55

VII-23. Apparent Effects of Higher Level of Effort Products (A Summary of Comparisons between High Effort and Low Effort Ratings in Tables 43, 48, 53) VII-59

LIST OF TABLES (Continued)

Page

VII-24. Percentage of Favorable and Unfavorable Ratings of "Coverage" by User Group and Level of Effort VII-61

VII-25. Percentage of Favorable and Unfavorable Ratings of "Up-to-Dateness" by User Group and Level of Effort VII-63

VII-26. Percentage of Favorable and Unfavorable Ratings of "Format" by User Group and Level of Effort VII-65

VII-27. Percentage of Favorable and Unfavorable Ratings of "Relevance" by User Group and Level of Effort VII-67

VII-28. Percentage of Favorable and Unfavorable Ratings of "Need" by User Group and Level of Effort VII-69

VII-29. Percentage of Favorable and Unfavorable Ratings of "Comparative Usefulness" by User Group and Level of Effort VII-71

VII-30. Summary Tabulation of Cases of Differences between User Groups VII-74

VII-31. Comparison of Evaluations by User Groups for Document #7 . . . VII-76

VII-32. Comparison of Evaluations by User Groups for Document #56 . . VII-80

VII-33. Comparison of Evaluations by User Groups for Document #86 . . VII-80

VII-34. Comparison of Evaluations by User Groups for Document #136 . . VII-83

VII-35. Comparison of Evaluations by User Groups for Document #93 . . VII-83

VII-36. Comparison of Evaluations by User Groups for Document #118 . . VII-89

VII-37. Comparison of Evaluations by User Groups for Document #'s 74, 76, 77, 78 . . . . VII-89

VII-38. Readers' Evaluations of Products in the Subject Area of the "Disadvantaged" VII-91

VII-39. Evaluations on Selected Quality Dimensions by Levels of Visibility VII-95

VII-40. Readers' Overall Evaluation of Reviews VII-97

VII-41. Readers' Evaluation of Reviews by Levels of Effort VII-98

LIST OF TABLES (Continued)

Page

VII-42. Readers' Evaluation of Reviews by Level of Visibility VII-99

VII-43. Readers' Evaluations of Reviews by General Subject Area . . . VII-100

VII-44. Readers' Evaluation of Reviews by General User Groups VII-101

VII-45. Readers' Overall Evaluation of Practical Guidance Papers . . . VII-103

VII-46. Readers' Evaluation of Practical Guidance Papers by Levels of Effort VII-104

VII-47. Readers' Evaluation of Practical Guidance Papers by Levels of Visibility VII-105

VII-48. Readers' Evaluation of Practical Guidance Papers by General Subject Area VII-106

VII-49. Readers' Evaluation of Practical Guidance Papers by General User Groups VII-107

VII-50. Readers' Overall Evaluation of Bibliographies VII-109

VII-51. Readers' Evaluation of Bibliographies by Level of Effort . . . VII-110

VII-52. Readers' Evaluation of Bibliographies by Level of Visibility VII-111

VII-53. Readers' Evaluation of Bibliogrphies by General Subject Area VII-112

VII-54. Readers' Evaluation of Bibliographies by General User Groups VII-113

VII-55. Specialists' Overall Evaluations of Reviews VII-115

VII-56. Specialists' Overall Evaluations of Practical Guidance Papers VII-116

VII-57. Specialists' Overall Evaluations of Bibliographies VII-117

VII-58. Reference Table for Computing Significance Tests VII-118

LIST OF EXHIBITS

Page

III-1. Sample Document Representation Used in User Evaluation Survey Questionnaire (Q2) III-35

III-2. Letter from USOE Project Officer to School District Officials Requesting Cooperation in Survey III-43

III-3. Letter of Request to Clearinghouse Advisory Board Members for Nomination of Specialists III-48

III-4. Followup Letter from USOE Project Officer to User Respondents of Q1 . . . . III-55

III-5. A Respondent Card for Document Assignment Procedure III-57

III-6. A Document Card for Document Assignment Procedure III-58

III-7. Letter of Invitation to Specialists III-66

1A. Cover Page of Individual Document Evaluation Profile for Document 86 (from Volume II) VII-7

1B. Reader and Non-Reader Data for Document ~~86~~ VII-8

1C. Specialists' Data for Document 86 (from Volume II) VII-9

VII-1. Document Representation (in Reduced Form) for Document 7 . . . VII-75

VII-2. Document Representation (in Reduced Form) for Document 56 . . VII-78

VII-3. Document Representation (in Reduced Form) for Document 86 . . VII-79

VII-4. Document Representation (in Reduced Form) for Document 136 . . VII-81

VII-5. Document Representation (in Reduced Form) for Document 93 . . VII-82

VII-6. Document Representation (in Reduced Form) for Document 118 . . VII-84

VII-7. Document Representation (in Reduced Form) for Document 74 . . VII-85

VII-8. Document Representation (in Reduced Form) for Document 76 . . VII-86

VII-9. Document Representation (in Reduced Form) for Document 77 . . VII-87

VII-10. Document Representation (in Reduced Form) for Document 78 . . VII-88

I
INTRODUCTION

I. INTRODUCTION

The purpose of this study was to evaluate the quality and utility of NCEC information analysis products, including ERIC clearinghouse products, PREP reports, and EMC bibliographies.* This project was supported by the Office of Program Planning and Evaluation in the U.S. Office of Education (USOE), and was conducted over a 12-month period from July 1971 through June 1972.

As stipulated by USOE, the study was to focus only on the products, and not on the management process by which they were conceived and prepared. Within this limitation of scope, the planning and conduct of the study were guided by two major goals:

- To develop data from a cross-section of educators regarding their level of familiarity with, and judgments on the quality and utility of, NCEC information analysis products. Although based on specific documents, the data would be analyzed in relation to characteristics of both the user population and the documents so the results could assist USOE in developing policy-related guidelines for their future information analysis activities.
- To assess the SDC survey methodology so that a well founded plan for continuing evaluations of NCEC products could be recommended.

An outline of specific issues addressed in the study follows a brief discussion of the products and their originating units.

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*These acronyms are used throughout the report:
NCEC: National Center for Educational Communication
ERIC: Educational Resources Information Center
PREP: Putting Research into Educational Practice
EMC: Educational Materials Center

A. NCEC INFORMATION ANALYSIS PRODUCTS

The literature of research and practice is synthesized in three major types of NCEC information analysis products: ERIC clearinghouse products, EMC bibliographies, and PREP reports. A brief background on each of these product groups is provided in the following sections.

1. ERIC CLEARINGHOUSE PRODUCTS

Each of the 19 ERIC clearinghouses acquires, screens, indexes, and abstracts the published and unpublished literature in its respective content area. The products of these efforts are published in Research in Education and Current Index to Journals in Education. In addition, the clearinghouses produce a number of special information analysis products on subjects relevant to their scope of coverage. These products represent not only a range of product types (e.g., bibliographies and reviews), but a number of formats (e.g., newsletters and monographs) and dissemination media (e.g., journal articles and chapters in books). Adequate definition of "ERIC information analysis product," therefore, was a challenging part of the initial project work. Through a process of analysis and refinement, a decision was made to include three major types of products: bibliographies (citations only, citations with abstracts, and citations with annotations), reviews and state-of-the-art papers, and practical guidance papers.

The various special information analysis products have been prepared by the ERIC clearinghouses for the past 6 years. The steady growth of this program is illustrated in the yearly increments of publications cited in ERIC Products, an annual bibliographic publication of the ERIC Clearinghouse on Library and Information Sciences. These figures are:

1967-1968	149 citations
1968-1969	240 citations
1969-1970	366 citations
1970-1971	416 citations

Although some products are channeled through the professional journal literature, most of the products under study were originally available as monographs, for which initial press runs were made for clearinghouse distribution, followed by distribution through the ERIC Document Reproduction Service (EDRS).

Each year, the clearinghouses submit budget plans to NCEC that outline the number and types of information analysis products proposed for the ensuing year. Approximately 40 to 45 percent of the total budget for each clearinghouse is for the information analysis program. The total NCEC budget for this program is approximately one million dollars.

2. PREP REPORTS

The Targeted Communications program of the NCEC's Division of Educational Extension Systems (formerly the Division of Practice Improvement) is the foundation for interpretive summaries called PREP reports. Projects are funded through contracts and grants to interpret research and development findings that have a potential for improving educational practice, particularly in USOE priority areas. The program specifies that the projects should be described in non-technical language and in such a way that they will meet the needs of specific, non-research audiences.

The actual PREP reports are created within NCEC as a byproduct of the Targeted Communications program. (The PREP report budget is a small fraction of the total budget for the Targeted Communication program.) Although these reports use much of the material--verbatim--from the final project reports, some formal or organizational changes are sometimes made. For example, a given project report may be repackaged into more than one PREP report.

To date, 30 PREP reports have been prepared. Approximately 300 copies of each are sent by USOE to state education agencies, who in turn have primary responsibility for distribution to appropriate target audiences. These reports are also made available through the U.S. Government Printing Office and the ERIC Document Reproduction Service.

Workshops and conferences for disseminating information are often a part of Targeted Communication projects. Originally, several workshops were to have been evaluated in this study. However, investigation revealed that evaluations had already been conducted on most of these workshops, by the sponsors, immediately following the workshops. Moreover, since considerable time had elapsed since the workshops had occurred, there was serious doubt that the participants would remember the workshop content or be able to identify its impact.

3. EMC BIBLIOGRAPHIES

Bibliographic reporting services provided by the Educational Materials Center (now a part of the expanded Educational Reference Center) draw upon a collection of approximately 16,000 textbooks, children's books, and professional education materials provided by publishers on a "permanent loan" basis. Most of this collection is housed at the Federal City College in Washington, D.C.

Over a period of 11 years, from the time it was the Educational Materials Laboratory, the Center has prepared 54 bibliographies. Although changes in formats have occurred over the years, the purpose has always been the same: to provide educators with bibliographic information on the particular materials in the Center's collection.

EMC bibliographies are distributed free by USOE and sold through the U.S. Government Printing Office.

B. ISSUES TO BE ADDRESSED IN THE STUDY

In its Request for Proposals, USOE identified a number of issues that needed to be addressed in the study. For each product in the sample, the study was to attempt to answer questions such as the following:

- Is the intended audience aware of the product's existence? How many have read it?
- How was it received by its intended audience?
- What is the quality of the product as perceived by intended users and others qualified to judge? What were its strengths and deficiencies?
- Did it accurately summarize and defensibly interpret the relevant literature?
- Do the bibliographies direct the user to the appropriate literature?
- How useful was the product to intended users? What use did they make of it (e.g., was it considered general information; was it used in solving a specific educational problem)?
- Did it satisfy user needs? What needs?
- Did the product reflect old, current, or original approaches to problems? Are the problems timely?
- What impacts can users report on practice as a result (even a partial one) of reading the publication?
- How do qualified experts rate the report as a contribution to information distillation of the educational literature?
- What were the "side-effects" of the document (e.g., use by persons other than the intended audience, utility other than intended, etc.)?

Each of these, and other related questions, were carefully considered in the design of the survey plan, particularly in the selection of survey participants and the development of survey instruments. Features of the SDC approach are summarized in the next section.

C. STUDY APPROACH

The overall plan for the study was to obtain an appropriately large number of quality-utility judgments on NCEC products from a sample representative of the educational community. Features of the study plan are highlighted below:

- The Product Sample. A fairly large sample (146) of NCEC products was carefully selected to represent the major kinds of products and the major content areas.

- The Two Surveys. Two surveys were conducted:

  - A General Field Survey, representing a broad cross-section of educators, and

  - A Specialists' Survey involving individuals identified by their colleagues as being particularly well qualified to evaluate documents in the product sample.

  Participants for the General Field Survey were drawn in two ways:

  - A rigorous sample--the random sample--was drawn from personnel listings of state education agencies, local school districts, junior colleges, colleges/universities, and USOE-supported research facilities.

  - A second sample--the non-random sample--was drawn from several available listings, including ERIC Clearinghouse mailing lists, state and local educational information center user lists, and ERIC Document Reproduction Service on-demand sales records.

- The Survey Instruments. Four questionnaires were developed for the study:

  - A Screening Questionnaire (Q1) was mailed to participants in the General Field Survey to identify educators familiar with NCEC products. It included a special color insert of miniature photos of sample products.

- A User Evaluation Questionnaire (Q2) was mailed to a selected group of respondents to the Screening Questionnaire who had read or skimmed products from at least one NCEC unit. Participants were asked to evaluate 10 documents, each of which was individually assigned on the basis of Screening Questionnaire data. A document representation (i.e., title page, table of contents, and abstract or extract) was attached to each questionnaire.
- A Non-user Evaluation Questionnaire (Q3) was mailed to a selected group of respondents to the Screening Questionnaire who reported having not read or skimmed NCEC products. An abbreviated form of the User Evaluation Questionnaire was developed to explore non-users' potential interest in the documents. Procedures and packages comparable to those of the User Evaluation Questionnaire were used.
- A Specialists' Questionnaire (Q4) was mailed to selected specialists. Some questions were comparable to those of the User Evaluation Questionnaire, but explored the quality dimension in more depth. Documents were individually assigned and each specialist evaluated an average of two or three documents. Complete copies of documents were provided.

- Data Analysis. Data from the four questionnaires were analyzed to relate to each of the study issues and questions.

  Several kinds of survey findings are reported:

  - Evaluation data from Readers, Non-Readers, and Specialists are displayed in individual document evaluation profiles.
  - Evaluation data from Readers are aggregated on documents for each product type, subject area, and user group, as well as by level of product exposure and level of effort involved in the production of the product.
  - Non-reader and Non-user data are reported in the aggregate for documents in each product group.
  - Specialists data are reported for individual documents and, in the aggregate, for each of the three product types.

These and other special analyses are reported in one of two volumes of this report, as discussed in the next section on the organization of this report.

D. ORGANIZATION OF THE REPORT

This study is reported in two volumes. Volume I describes the study objectives, reviews the survey methodology, and reports general findings and conclusions. As a supplement, Volume II contains the basic evaluation data, from Specialists, Readers, and Non-readers, on each of the 146 documents in the product sample.

The next chapter in Volume I is an executive summary that is written to provide an overview of the entire study in capsule form. Chapter III presents a detailed account of the survey methodology, from the development of the product sample through the conduct of the General Field and Specialists' Surveys. In Chapter IV, the respondent populations of these surveys are described by their various user characteristics.

Chapter V begins the reporting on survey findings with a presentation and discussion of data regarding the respondent populations' levels--both general and product-specific--of familiarity with NCEC information analysis products. A comparison of the two samples of the General Field Survey is made in Chapter VI, paving the way for the report in Chapter VII on the several aggregated data analyses. These analyses, and the conclusions and recommendations in Chapter VIII, are organized by study objectives and issues introduced in this Chapter.

Supplementary materials and tables are contained in several Appendices at the end of this volume. Appendix G is a glossary of terms used throughout this report.

11
SUMMARY

1. THE PRODUCT SAMPLE

A representative sample of 146 NCEC products was selected from a product universe of approximately 500 documents prepared during the period from July 1969 through December 1970. Although information was available on the size and general nature of this product universe, no systematically gathered and structured data existed for determining precise product sampling requirements. An exploratory sampling plan was developed and applied to the analysis and classification of the products along several dimensions, including product type and subject matter. A stratified random sample was selected to include a greater number of products--Reviews and Practical Guidance Papers--that presumably require a relatively high level of effort. Cost-related data and visibility (product exposure) data on each product were then obtained from NCEC units for several special analyses.

2. THE SURVEY POPULATIONS

Two surveys were conducted: 1) a General Field Survey of a broad cross-section of educators and 2) a Specialists' Survey of individuals identified by their colleagues as being especially well qualified to provide in-depth evaluations of particular groups of documents in the product sample. Participants in the General Field Survey were drawn in two ways:

- A rigorous sample of 1,588 educators--the random sample--was drawn from personnel listings of state education agencies, local school districts, junior colleges, colleges and universities, and USOE-supported research facilities.
- A second sample of 3,221 educators--the non-random sample--was drawn from several available lists of educators, including ERIC clearinghouse mailing lists, state and local educational information center user lists, and ERIC Document Reproduction Service (EDRS) on-demand sales records.

This dual approach in sampling was used to address two evaluation objectives: 1) assessing the outreach of documents and 2) evaluating their quality and utility. The random sample could best test the outreach objective, whereas the non-random sample would most likely be necessary to identify product evaluators. It was also important to obtain some comparative data on the two sampling approaches so that recommendations could be made for identifying a representative group of product evaluators in future evaluations.

II. SUMMARY

A. PURPOSE AND SCOPE OF STUDY

The purpose of this study was to assist the U.S. Office of Education in developing policy-related guidelines for the future development and dissemination of NCEC information analysis products, by evaluating the quality and utility of these products.

The study was concerned with three types of information analysis products:

- Reviews of research and practice and state-of-the-art papers from ERIC (Educational Resources Information Center) clearinghouses
- Practical Guidance Papers, including PREP (Putting Research into Educational Practice) reports and reports from ERIC clearinghouses
- Bibliographies, including those from EMC (Educational Materials Center) and ERIC clearinghouses

As stipulated by USOE, the project was to focus only on the products and not on the means by which they were conceived and prepared. Within this scope, the study had two major goals:

- To obtain information from a cross-section of educators regarding their level of familiarity with NCEC information analysis products and their judgments of the quality and utility of those products.
- To assess the survey methodology in terms of its potential applicability to continuing evaluations of NCEC products.

B. STUDY DESIGN

The study was designed to address several specific topics, including the ways in which these products are used, the needs they meet, the degree of user satisfaction with their quality and utility, and their impact on educational practice.

Key features of the study design are summarized below.

The 194 Specialists were selected on the basis of recommendations from ERIC Clearinghouse advisory board members.

3. THE SURVEY INSTRUMENTS

The study required the development of four instruments:

- A short Screening Questionnaire (Q1) was designed to identify educators who were users of NCEC information analysis products and were therefore potential evaluators of specific products. It also included items designed to obtain descriptive information for characterizing respondents by work setting, role/function, and professional areas of interest so that documents could be assigned for the evaluation survey. This questionnaire contained a color insert displaying, in miniature-sized color photos, examples of NCEC products.

  Respondents to this questionnaire were classified as Users if they indicated having read/skimmed products from at least one NCEC unit (e.g., from an ERIC clearinghouse); they were Non-users if they reported no awareness of products or had only heard of products.

- A User Evaluation Questionnaire (Q2) was designed in two sections. The major group of items was developed to obtain from Users that had previously read specific documents evaluations of their quality, utility, and impact. A brief section was included to obtain evaluations of Users' potential interest in products (out of the 10 assigned) that they had not previously read.

  This questionnaire had two versions--one for Reviews and Practical Guidance Papers and the other for Bibliographies. For each document, a recall aid in the form of a one-page representation consisting of title page, table of contents, and abstract or extract was attached.

  All respondents to this questionnaire were classified as Users. However, in terms of their use of the 10 particular products assigned to them for review, each respondent became: 1) a Reader in cases where he had previously read/skimmed a particular product and/or 2) a Non-reader in cases where he had only heard about a product or had no prior famliarity with it.

- A Non-User Evaluation Questionnaire (Q3) was designed to obtain evaluations of potential interest from individuals who were not familiar with NCEC products. This questionnaire also included a one-page representation of each of the 10 documents a Non-user was to evaluate.

These questions were comparable to those asked of the Non-readers in Q2. Participants were requested to judge the products' potential relevance to their professional interests; the potential usefulness (in terms of the participants' needs for a product); and, for those participants who had previously heard about a product, to indicate the reasons for non-use.

Respondents to this questionnaire were classified as Non-users.

- A Specialists' Evaluation Questionnaire (Q4) was designed to obtain in-depth evaluations of the quality and utility of documents that were in the Specialists' areas of expertise. This questionnaire, which was accompanied by a copy of the full document to be evaluated, provided for free-form, as well as structured, responses. Specialists were asked to review products in terms of the needs of the profession, in general, and not in terms of their personal needs and uses.

4. THE SURVEY PROCEDURES

The General Field Survey involved the following major steps:

- Screening Questionnaires (Q1) were mailed to the entire sample (both the random and non-random groups). In all, 4,692 Q1s were mailed and the return rate, with one followup mailing, was 64 percent.

  Although college and university personnel were somewhat over-represented, in terms of role and function, this population (from both samples) was representative of the various educational user groups. Teachers/Professors had the highest representation, followed by Program Specialists/Consultants and Librarians/Media Specialists.

- Those Q1 respondents who indicated that they had previously read NCEC products were considered candidates for the User Evaluation Questionnaire (Q2). A total of 1,837 product users identified through Q1 were sent Q2 and asked to evaluate 10 individually assigned products. Returns to Q2 numbered 1,251, or 68 percent, and included fairly comparable percentages of user groups from both samples.

- Those respondents who reported not having previously read products from any NCEC unit were sent Non-User Evaluation Questionnaires (Q3). The assignments of 10 products each were made individually on the basis of interests reflected in Q1 returns. Returns to Q3 numbered 255, or 71 percent.

- The Specialists' Survey was carried out separately from the General Field Survey. The 194 Specialists provided in-depth evaluations on all products: for 127 products, it was possbile to obtain evaluations from three different Specialists; for the remainder, two evaluations were obtained.

Document assignments to Users were made individually on the basis of information provided in their Q1 returns: 1) work setting, 2) role/function, 3) major and other areas of professional interest, and 4) NCEC units (e.g., an ERIC clearinghouse or product group for which they reported previous use). Non-users were also assigned products individually in the same way. Assignments to Specialists were made on the basis of recommendations made by the ERIC clearinghouse advisory board members and of information provided by the Specialists in telephone conversations with project staff members.

5. DATA ANALYSIS

Data from the four questionnaires were analyzed for relation to the major study issues and questions. Preliminary analyses were performed on Q1 to study the respondent population and particularly its familiarity with NCEC products. The Q1 analysis showed that, in comparison with the random sample, there was a greater representation of college and university personnel in the non-random sample, as well as greater awareness of NCEC products and a greater breadth of interest. A more comprehensive analysis of the two sample groups was performed on Q2 Reader evaluation data to help provide a basis for deciding whether to combine data from the two samples for further analyses. There was no pattern of statistically significant differences in their evaluation data. Therefore, the two samples were combined for further analyses of Q2.

Questionnaire items were related to the overall dimensions of quality, utility, and impact so that data from each evaluator group could be analyzed for individual products and for special aggregations of data. These specific elements of quality and utility were studied separately and not combined into a single quality or utility index. These elements included:

- Quality: Coverage, up-to-dateness, format, clarity of writing, thoughtfulness of discussions, etc.
- Utility: Use and degree of usefulness, comparative usefulness (with other products of the same type), relevance, and need.

Only Readers, as general users, were asked to indicate the impact of information, i.e., how it was used in decision making and in their daily work.

Mean scores and percentages were computed on responses from Readers, Non-readers, and Non-users; data from Specialists were tabulated for each document and percentages were used in aggregate analyses.

Data from Readers, Non-readers, and Specialists were analyzed for each product and are reported in Volume II of this report. Special aggregate analyses were performed on the basic grouping of documents by product type. Further analyses on this grouping were performed by user group (e.g., Elementary Teachers and Superintendents), subject area (e.g., Instructional Content and Educational Administration and Services), and by levels of effort and visibility.

Most of the findings reported below are from Reader and Specialists' data. Non-user and Non-reader data were limited to three areas: potential relevance, potential need, and reasons for not reading.

C. MAJOR SURVEY FINDINGS

Although the Screening Questionnaire was designed primarily to identify potential product evaluators, some preliminary analyses were performed to report the general familiarity of the respondent population with NCEC information analysis products. Among the 3,013 respondents to Q1, 87 percent reported familiarity with products (i.e., had read/skimmed or were aware of products) from at least one NCEC unit. Although the non-random sample, as expected, had a greater awareness (94 percent), 72 percent of the random sample reported prior familiarity.

In terms of familiarity of the Q2 respondent population with specific products, approximately 60 percent of the 1,251 respondents had read at least one product out of the 10 assigned; the remainder had read none. (This percentage representation is composed equally of random and non-random sample participants.) In 69 percent of the cases (i.e., all potential user-document contacts or 1,251 respondents times 10), the products had not been heard of or used.

Non-readers who had previously heard about products reported, in approximately 30 percent of the cases, that they could not readily obtain copies and, in approximately 27 percent of the cases, that they were not sufficiently interested to do so. On the other hand, Non-users who had previously heard about products reported that they could not readily obtain copies, in 62 percent of the cases for Practical Guidance Papers and Bibliographies and in 48 percent of the cases for Reviews. In no cases did Non-users report that they were not sufficiently interested to seek a copy of the product.

1. HOW WELL ARE NCEC PRODUCTS RECEIVED BY USERS?

Quality-related items for Readers included questions on the adequacy of coverage of topics, thoughtfulness of discussions, adequacy of organization, clarity of writing, helpfulness of formats, usefulness of textual materials (e.g., summaries, annotations) in Bibliographies, and adequacy of the length of documents or the number of references in Bibliographies. The overall ratings on these quality dimensions were, in most cases, better than the value expressed at the mid-point of the scales, indicating definitely positive evaluations. The ratings for each product type are strikingly similar.

The aggregate analyses by user group do not clearly demonstrate that any particular user groups are less satisfied than others; however, they do indicate some relative differences in judgments on certain quality-related areas. The small sample of Elementary Teachers, for example, is often on the extremes of the distribution of ratings.

Specialists provided additional coverage of quality-related items, with responses to items on accuracy of reporting facts and events; selection of authors; and originality and/or thoughtfulness of interpretations. In better than 50 percent of the cases, Specialists rated the products in the good/excellent categories.

Comments submitted by both Readers and Specialists indicate a diversity of expectations regarding the products--for example, on the selection of materials for inclusion (or exclusion) in Bibliographies; on the analysis and interpretation sections of Reviews and Bibliographies; and on format and level of treatment of Practical Guidance Papers.

2. HOW USEFUL ARE NCEC PRODUCTS?

Several questionnaire items relate to this particular study question; they include items on the degree of need that users have for products, the ways in which they are used, and the comparative usefulness of products.

- NCEC products are definitely meeting the Reader group's needs for information of continuing importance to them. To a lesser extent, these products are also meeting their more urgent needs. Specialists indicate, even more strongly, that products are meeting urgent needs of the field.

- Both Non-users and Non-readers report, in over 50 percent of the cases, that products brought to their attention in the survey would probably have been of "some use" or "very useful."

- In general, Readers indicate that Reviews and Practical Guidance Papers are used primarily to "obtain overviews of topics" and "to update knowledge about already known subjects." One of the least frequent uses of these products was "to obtain new knowledge."

  However, use varies to some extent with the educator's role and setting. For example, in contrast with the overall pattern of use, Elementary Teachers report high usage of Reviews both to update knowledge and to obtain new knowledge.

- Readers use Bibliographies: first, to identify literature on a particular topic; second, to see what kind of new work is being reported; and third, to perform comprehensive searches of the literature.

- Specialists report, in over 50 percent of cases, that Reviews and Practical Guidance Papers would be "very useful" for most uses, including obtaining new knowledge.

Readers report that NCEC products in the sample are close to "very useful" in comparison with other products of the same type. Bibliographies, with a mean score of 2.7 on a 3.0 scale, were rated the highest. Specialists report that Reviews are closer to "very useful" in comparison to other products of the same type, and that Practical Guidance Papers and Bibliographies are slightly less so, but still "worth having available."

3. WHAT KINDS OF IMPACT ARE NCEC PRODUCTS HAVING?

The major impact of the products is in the application of information to the users' work; they are presumably contributing to educators' professional growth and development. But, beyond this general and rather expected impact, it would appear that NCEC products are having two other kinds of impact: 1) a specific problem-solving impact and 2) an informational impact.

- Readers report that NCEC products have been useful in a number of specific problem-solving situations, including planning activities, research design efforts, course work (as professors or students), curriculum design, and classroom applications with students.
- In approximately half of the cases, Readers report acting as channels for the further dissemination of Reviews and Practical Guidance Papers.
- Users report that the Bibliographies and Reviews guide them to other products. Users of Bibliographies report a high degree of satisfaction with the usefulness of citations in leading them to the desired materials.

4. DO PRODUCTS INVOLVING HIGHER PRODUCTION EFFORT RECEIVE HIGHER RATINGS?

There was no strong pattern of correlation between high-effort products and high-quality ratings. (The level-of-effort measure was professional man-hours used in preparing materials.) There is, however, an indication that other elements in the production cycle, from conception through dissemination, may contribute more significantly to quality ratings. There is, for example, some evidence that high-visibility products have higher quality ratings. This may suggest that planned visibility (or product exposure) affects quality in that the knowledge that a product will have high visibility may place pressures for excellence on the entire production effort.

Although we were not able to pursue the question in this study, there is some indication that quality and utility may be fairly independent variables, so that a strong need for a product on a given topic outweighs considerations of quality.

D. GENERAL CONCLUSIONS AND RECOMMENDATIONS

This study has demonstrated that NCEC products are--in varying degrees--known and read and that on the whole, they are favorably received by the survey respondent populations. It has also shown, however, that the products are under-utilized, in part because of lack of awareness of the products' existence and in part because of a belief that the products are not readily accessible.

In conjunction with the strong evidence that the products actually used are meeting important needs and that the potential value to present Non-readers and Non-users is great, these findings suggest that:

- An improved alerting or announcement system--perhaps even a selective dissemination of information (SDI) system--needs to be developed.
- The product delivery system needs to be improved and/or an intensified education program of how to obtain products needs to be developed.

No generally agreed-upon and tested framework presently exists for judging the adequacy of information exchange among educators or between information-dissemination units. The survey findings can be very useful in establishing both qualitative and quantitative goals for the growth of the information analysis program as well as for standards of excellence for future products. Therefore, we recommend that NCEC and the product developers use the individual document evaluations developed in this survey, with the documents at hand, to:

- Identify subject areas that users indicate should be updated periodically;
- Study exemplary and deficient products and identify factors contributing to their ratings to prepare quality-control checklists and develop more complete level-of-effort data.

Although there were no patterns of differences among the ratings of different product types, the types of expectations reflected in evaluators' comments and the differences in patterns of use among user groups suggest that information analysis products need to be redefined, for example, in terms of families of Reviews for different uses and different audiences.

Since no one product can be expected to meet the diversity of expectations, it is also important that each product contain a clear statement of its purpose, limitations, and intended audiences. To the extent possible, this information should be incorporated into the descriptor system.

On the basis of this study, we recommend that two separate evaluation studies be conducted in the future:

- An assessment of the outreach of products--using both random and non-random samples--should be made periodically, particularly after the implementation of an improved announcement system or of modifications to the delivery system.
- A continuing evaluation program should be instituted, to provide the originating units with current feedback on NCEC products.

The responsiveness of both the Specialists and the Users suggests that both groups are valuable resources that can and should be tapped in future evaluation studies. Specialists could be used in a regular post-publication review system, which could in itself help to announce the products in the professional literature. In addition, a general survey--similar to the one used in the present study--could be carried out with known product users at some regular intervals following the release of products through the various educational dissemination channels.

As the NCEC information analysis program continues to develop and improve, there will be an even greater need to detect shifts in the needs and expectations of educators and to take the steps necessary to ensure that NCEC products are responsive to these needs. The present study has provided a useful start on this continuing evaluation.

III
SURVEY METHODOLOGY

III. REVIEW OF SURVEY METHODOLOGY

A. OVERVIEW OF SURVEY PLAN

This chapter describes the preparation for and conduct of two surveys: the General Field Survey and the Specialists' Survey. Five major elements of the survey plan are discussed: 1) The Product Sample; 2) The Survey Instruments; 3) The Survey Participants; 4) The General Field Survey; and 5) The Specialists' Survey. An overview of each of these activities follows.

1. THE PRODUCT SAMPLE

A sample of 146 documents was selected for inclusion in this study. This sample includes:

- 7 PREP reports
- 4 EMC bibliographies
- 135 ERIC clearinghouse products

The selection of this sample involved four major steps: identify a product universe, analyze and classify these products, reduce the product universe, and characterize the final product sample for purposes of analysis. A rigorous sampling procedure could not be applied, for no previously gathered data existed from which a universe could be characterized and specific parameters established. Instead, the sample was selected through several iterations. Each characterization of the documents -- by product type, subject, level of effort, level of visibility, and intended audiences--provided further insights into the composition and makeup of the universe, thereby suggesting further requirements for the sampling.

2. THE SURVEY INSTRUMENTS

Four questionnaires were developed for use in the surveys. The purpose and features of each are shown in Table III-1.

TABLE III-1. GENERAL DESCRIPTION OF FOUR INSTRUMENTS USED IN THE TWO SURVEYS

1. THE GENERAL FIELD SURVEY

QUESTIONNAIRE	PURPOSES	FEATURES
Screening Questionnaire (Q1)	• To identify educators familiar with NCEC information analysis products. • To obtain descriptive information about respondents for characterizing the respondent population and assigning documents for evaluation.	• 4 items • A color insert that displayed, in miniature form, examples of products from NCEC originating unit.
User Evaluation Questionnaire (Q2) [One version (Q2-A) was used for Reviews and Guidance Papers, another (Q2-B) for Bibliographies.]	• To obtain from each participant quality and utility evaluations and impact information on 10 specific documents. • To obtain potential-interest evaluations of documents not previously read.	• 13 items for readers of specific documents; 2 or 3, for non-readers. • A document representation (one-page display of title page, table of contents, and abstract or extract) for each of 10 documents.
Non-User Evaluation Questionnaire (Q3)	• To obtain potential-interest evaluations on 10 specific documents.	• 2 or 3 items • A document representation (one-page display of title page, table of contents, and abstract or extract) for each of 10 documents.

2. THE SPECIALISTS' SURVEY

Specialists' Evaluation Questionnaire (Q4)	• To obtain in-depth evaluations of documents in specialists' areas of expertise, based on reading of complete documents.	• 7 items, with 10 specific elements of quality addressed in a combined rating and free-form response format.

The Screening Questionnaire (Q1) was mailed to a total of 4,692 educators. From responses to a question on prior familiarity with NCEC information products, respondents were classed as users or non-users.

Users received the User Evaluation Questionnaire (Q2), and were asked to evaluate 10 different documents. Since the cost of providing full copies was prohibitive, document representations were attached to each questionnaire, as an aid to recognition. These representations were one-page displays of document elements, such as title pages, distinctive logos, tables of contents, and abstracts (from Research In Education) or extracts (or sample bibliography entries). Two versions of this User Evaluation Questionnaire (Q2) were developed, one for substantive papers (Reviews and Practical Guidance Papers) and the other for bibliographies.

An abbreviated form (Q3) of the User Evaluation Questionnaire was designed for non-users to explore their potential interest in the document. The questions covered potential relevance and usefulness, and--for the non-user who had previously heard about the document--reasons why the document had not been read.

The final questionnaire (Q4) was designed for use in the Specialists' Survey. Although many of the questions were comparable to the User Evaluation Questionnaire, they probed areas of quality more in-depth and used structured rating scales in combination with open-ended response formats. Specialists were provided with complete copies of the document they were to evaluate.

Complete questionnaire packages are shown in Appendix D.

3. THE SURVEY PARTICIPANTS

Participants for the General Field Survey were identified through a dual sampling approach. The sources for two samples, which we will refer to as the random and non-random samples, are shown in Table III-2. This dual approach was used:

TABLE III-2. GENERAL DESCRIPTION OF SOURCES USED ON TWO SAMPLES OF THE GENERAL FIELD SURVEY

SAMPLE DESCRIPTION	SOURCES
A. RANDOM SAMPLE: Drawn on a stratified random basis using established sampling parameters not proportionate to the universe but representative of intended and some unintended audiences of NCEC products.	Primary Sampling Units: • 8 states, randomly selected from major regions of country • 27 USOE-supported research facilities Secondary Sampling Units (within each state): • School Districts, one large and one small • State Education Agency • Junior College, one per state • State 4-year College or University, one per state
B. NON-RANDOM SAMPLE: Drawn randomly from available mailing or user lists of several dissemination channels for NCEC products.	• ERIC clearinghouses • State and local educational information centers • ERIC Document Reproduction service

- To address two evaluation objectives: assessing the "outreach" of the documents and evaluating their quality and utility.

- To obtain some comparative data on the two sampling approaches--random vs. non-random--so that recommendations could be made for identifying product evaluators in future evaluations.

A random sample could best test the outreach objective, whereas a purposive, non-random sample, drawn from listings that identified individuals known to be familiar with NCEC products, would most likely be necessary to identify product evaluators.

Specialists were identified through a colleague-identification process. Nominations were obtained from ERIC clearinghouse Advisory Board members.

4. THE GENERAL FIELD SURVEY

A total of 4,692 Screening Questionnaires (Q1s) were mailed, with a return rate of 65 percent. Respondents were sorted into user and non-user groups on the basis of their answers to the question concerning prior familiarity with NCEC products. The number of users far exceeded that which had been originally anticipated: 1,837 respondents were mailed evaluation questionnaires (Q2s). Potential-interest evaluation questionnaires (Q3s) were mailed to 361 non-users. Documents for both groups were assigned on the basis of information provided by respondents in their Q1 returns. Packages of 10 questionnaires, with appropriate document representations individually attached to each questionnaire, were mailed. The returns were 1,251, or 68 percent, for users and 255, or 71 percent, for non-users.

5. THE SPECIALISTS' SURVEY

A total of 242 specialists was selected from a list of nominees from ERIC clearinghouse Advisory Board members. Each was contacted by mail and by telephone. With some later substitutions, a total of 194 specialists participated and returned completed evaluation questionnaires. This return provided three evaluations for most of the 146 documents in the sample.

We believe that a clear understanding of the survey procedures is important in interpreting the survey findings. Detailed accounts of procedures and problems for each of these activities are provided in the following five sections, IIIB through IIIF.

B. THE PRODUCT SAMPLE

An initial project task was to identify a representative sample of NCEC information analysis products, including PREP reports, EMC bibliographies, and ERIC clearinghouse documents. Although certain assumptions could be made about the size and nature of the product universe, no systematically gathered and structured data existed for predetermining precise sampling requirements. Thus, the sampling plan was designed to be exploratory in its approach.

The originally planned sampling approach involved four major steps:

- Identify approximately 500 documents included in a product universe limited to the period from July 1969 through December 1970.
- Examine and classify documents along several dimensions, including product type, subject, level-of-production effort, and visibility.
- Map the product universe into a two-dimensional matrix--product type by subject--and reduce the universe approximately one-third for purposes of identifying a more manageable number of documents to analyze and characterize in-depth.
- Perform a final reduction to approximately 75 documents, weighting the sample with higher level-of-effort documents identified by the NCEC originating sources.

This two-step reduction process allowed adjustments in the sampling parameters to be made on the basis of increased insights into the shape and composition of the product universe. The results of the first reduction--displayed in a matrix of product type by subject--did, in fact, suggest the need for several adjustments, including the need for doubling the size of the final product sample and for further refining the definition of an information analysis product.

The procedures used in arriving at the final product sample of 146 documents are discussed in four sections: 1) identification of the product universe; 2) analysis and classification of products; 3) reductions of the product universe; and 4) characterization of the final product sample.

1. IDENTIFICATION OF THE PRODUCT UNIVERSE

A universe of NCEC information analysis products was established, comprising those documents prepared during an 18-month period from July 1969 through December 1970. This time frame was recommended by USOE, and the project staff concurred that these products would have been available in educational dissemination channels for a sufficient period to be known by, and to have had some impact on, the educational community. It became necessary, however, to extend this time frame three months for three new or reorganized ERIC clearinghouses (Tests, Measurement and Evaluation; Social Studies and Social Sciences; and Library and Information Sciences).*

All 18 PREP reports** and six EMC bibliographies prepared during this period were identified by NCEC personnel for the project staff. In identifying clearinghouse documents, NCEC and the project staff used two major sources:

- For fiscal year 1970: ERIC Products 1969-1970, a bibliography of clearinghouse information analysis publications prepared by the ERIC Clearinghouse on Library and Information Sciences.
- For the remainder of the 1970 calendar year: clearinghouse quarterly reports to NCEC, which contain information about current and completed information analysis products.

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[*] It should be noted that this time limitation still resulted in an underrepresentation of works prepared by these clearinghouses. The universe and the sample were essentially one and the same, representing early efforts of each clearinghouse.

[**] For purposes of this study, the number of PREP reports in the universe was set at 15. One document, which was issued as four separate PREP Reports and as a single edition from the U. S. Government Printing Office, was treated as a single volume.

Because of several bibliographic problems involved in using these sources, such as multiple citations for single documents with several parts, serial publications, updated editions of documents with the same titles, and joint clearinghouse publications, the number of clearinghouse documents could be only approximated at 500.

Copies of approximately 490 documents were assembled by NCEC from the clearinghouses or, in cases where original copies were no longer available, from the ERIC Document Reproduction Service. This number includes clearinghouse documents that were not listed in either of the two sources; therefore, approximately 60 documents could not be located. The complexity of the acquisition problem with clearinghouse documents appeared to stem from two major problem areas: 1) the apparent limitations in two sources used, reflecting variations in the definition of an information analysis product; and 2) the complexities in assigning "ownership" for documents prepared by the clearinghouse and some other agency, particularly their sponsoring professional associations.

The attempt to determine the effect of these missing documents on the completeness of the universe revealed more complexities in characterizing the product universe. For example, some missing documents belonged to defunct clearinghouses, were superseded by more recent bibliographies, or were chapters in books or articles in journals. However, in terms of their product types (e.g., bibliographies, reviews), the missing documents were believed to be well represented in the documents on hand. Therefore, the identification and acquisition process was closed prior to having assembled the expected number of clearinghouse documents.

These and other bibliographic control problems continued to complicate the development of the sample, making it difficult to be consistent in reporting numbers. The creation of each successive matrix or listing revealed further duplications and documents listed more than once.

2. ANALYSIS AND CLASSIFICATION OF PRODUCTS

The analysis and classification of documents served a twofold purpose: 1) to characterize the product universe in a way that would suggest a workable stratification framework for sampling; and 2) to develop a context for the meaningful analysis of evaluation data for each document and for groups of documents. The focus of this classification activity was on clearinghouse documents, which were greater in number and more heterogeneous in function than the PREP reports and EMC bibliographies. Also, only clearinghouse documents were to be involved in the first reduction.

Four major dimensions or document attributes were selected for inclusion in the study: 1) product type; 2) subject; 3) level of effort; and 4) visibility. Emphasis in the first round of activity was placed on the first two dimensions--product type and subject, both intrinsic characteristics of documents. Some initial efforts were made to judge the gross level of effort (relative within product types) and visibility of documents (from spotty and limited distribution data provided in the clearinghouse quarterly reports). This exercise, particularly in level of effort, was useful in validating product types, but the actual creation of indexes in these two areas was deferred until the clearinghouse could provide more complete data on a more manageable number of documents. The two major dimensions--subject and product type--plus some secondary analysis considerations, are discussed in the following sections.

The Subject Dimension. Two options were considered in selecting a classification structure for describing the documents by subject: 1) use of the clearinghouse subject scopes (i.e., 19 general content, process, services, or level areas); or 2) creation of a more refined, clearinghouse-independent taxonomy. The decision to retain the clearinghouse subject structure was made for several reasons.* First, the creation of a list greater than 19 or 20 areas would reduce the number of possible matches with product types and therefore produce small or no numbers at each intersection in the planned matrix. This problem would cause serious representation problems in a final product sample of (at the time) only 75 products. Second, the creation of a new taxonomy would most likely raise problems in general concurrence, since even the present clearinghouse structure is an area of continual discussion.

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*This decision was made only in regard to the sampling process. For purposes of analysis, an attempt was made to collapse the clearinghouse structure into several groupings (see Chapter VII).

The Product Type Dimension. The choice of product types involved a different set of choice points and problems, including the reconciliation of differences among clearinghouses in classifying their own products. An initial listing of 11 categories was created by the project staff upon examination of some 100 documents and after reviewing terminology used by the clearinghouses in their quarterly reports and in ERIC Products 1969-1970. These product types were:

- Bibliography, citations only
- Bibliography, with abstracts
- Bibliography, with annotations
- Bibliography, with brief introductory review or analysis
- Comprehensive bibliography, index, or abstract journal
- Conference proceedings
- Essays or opinion papers
- Directories
- Original research-related reports
- Handbooks or practical guidance papers
- Reviews and state-of-the-art papers

The several distinctions among bibliographies were retained, on the assumption that they represented some variation in levels of effort. For example, the assumption was made that "Bibliographies with abstracts" were relatively low-cost documents, since the assembled materials were those prepared as a matter of course (and under a separate budget) for entry into Research in Education or Current Index to Journals in Education. On the other hand, bibliographies with annotations, or even some citation-only bibliographies, could be works of some original, greater effort.

One of the more difficult classifications was the "Reviews and State-of-the-Art Papers." From the examination process, the staff formed strong, but necessarily subjective feelings about the need to distinguish among several kinds of reviews: 1) the review that appeared to list and discuss works separately; 2) the critical review; 3) the state-of-the-art review in which the cited literature or practice was integrated into a conceptual framework for the subject or problem area. It was believed, however, that examination and classification of these more subtle distinctions would have to be done with the assistance of subject experts, since familiarity with the literature and knowledge base in each subject would be an important prerequisite. The magnitude of such a task was prohibitive; thus reviews and state-of-the-art papers--long and short, critical and uncritical--are included in this product type.

Documents were first classified by clearinghouses, and some adjustments were then made after documents of similar types were examined across clearinghouses. Product types, such as the bibliographies, were, of course, not always mutually exclusive. Terminology of authors, editors, or clearinghouse staff was used whenever possible in making final judgments. From this initial process, some 70 documents were eliminated from the universe. Most of these documents were outside the time frame, were directories or originial research efforts, or represented works in which the identification of the clearinghouse role was lost (e.g., a bibliography in another agency's publication; a chapter in a book; or a multi-sponsored document in which the clearinghouse name could not be found). Some peripheral documents in these groups were retained through the first reduction, so that the opinion of the NCEC Advisory Board members could be solicited in refining the definition.*

Other Dimensions. Two concepts were introduced by USOE for purposes of grouping documents for comparative evaluations. These two concepts were "product pairs" and "product sets." "Pairs" were defined as overlapping documents (i.e., overlapping in subject, purpose, or intended audience) created by a clearinghouse and through the PREP program. The "set" concept was aimed at looking at the aggregate effect of several documents created by more than one clearinghouse and particularly those covering some of USOE's priority subject areas, e.g., the disadvantaged. For example, the disadvantaged-related documents might be drawn from any number of ERIC clearinghouses, including those on the Disadvantaged, Rural Education and Small Schools, and Counseling and Personnel Services. Although these groupings of documents could have provided for both joint and differential evaluations, the "after-the-fact" construction of the groupings was felt to be somewhat artifical. In addition, the creation of valid groupings (i.e., ones that overlapped in some specific way, or together contributed to some defined purpose in a given priority area) required a level of participation by subject experts and reconciliation of product type differences that, in themselves, would constitute a major undertaking. Thus, the staff attempted to work with these concepts through the first reduction; however, with guidance from the Advisory Board and concurrence by USOE, they were dropped from further consideration.

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*An important stimulus to the continual refinement of the information analysis product(s) definition was the concomitant development of the questionnaires. It became evident that at least two separate questionnaires should be developed: one for bibliographies and one for substantive papers. The major problem, then, was in accommodating those documents that did not draw upon the literature or practice--the basis for many of the questions to be posed.

A secondary dimension considered throughout the classification process was that of "intended audiences." Although some clearinghouses have more heterogeneous audiences than others, the stratification along clearinghouse lines provided some measure of control along this dimension. The exceptions to this control were evident in clearinghouses that cover several different areas (e.g., Science and Math; Rural Education and Small Schools--which includes such areas as migrant education, outdoor education, American Indian education). On request of a few clearinghouses, some adjustments in the product sampling were made later to accommodate these diversities.

3. REDUCTIONS OF THE PRODUCT UNIVERSE

Each of the 420 documents in the now slightly reduced universe was represented by a product-type and subject classification. These documents were placed in a two-dimensional matrix, shown in Table III-3, to help carry out the first

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PRODUCT TYPES	Adult Education	Counseling/ Personnel	Disadvantaged	Early Childhood	Educational Management	Media/ Technology	Exceptional Children	Higher Educati
Bibliographies, Citations Only		1	1		1			
Bibliographies, with Abstracts	13		1		14	3	11	
Bibliographies, with Annotations					2			
Bibliographies, with Brief Introductory Review or Analysis	2	2	5		11	2		5
Comprehensive Bibliographies, Indexes or Abstract Journals	1	3					7	1
Essays or Opinion Papers			3	4		1	10	1
Original Research-Related Reports						1		1
Handbooks or Practical Guidance Papers	1	13		5	1	4	6	4
Reviews and State-of-the Art Papers	7	1	9	2	10	4		8
TOTALS	24	20	19	11	39	15	34	20

TABLE III-3. "UNIVERSE" OF ERI

(CLEARINGHOUSE) SUBJECT AREAS

arly Childhood	Educational Management	Media/ Technology	Exceptional Children	Higher Education	Junior Colleges	Languages/ Linguistics	Library/Info. Sciences	Reading	Rural/Small Schools	Science/ Mathematics	Social Sc
	1					4	1	3	1	12	
	14	3	11			1	1	11	6	1	1
	2						1	1		2	
	11	2		5			1		1		
			7	1				2	2		
		1	10	1				2	2		
		1		1	2	3	1		1		
	1	4	6	4	2	9		2	2		4
	10	4		8	17	5	5	1	7	10	1
	39	15	34	20	21	22	10	22	22	25	6

TABLE III-3. "UNIVERSE" OF ERIC CLEARINGHOUSE INFORMATION ANALYSIS PRODUCTS

ECT AREAS

Library/Info. Sciences	Reading	Rural/Small Schools	Science/ Mathematics	Social Science	Teacher Education	English	Tests/ Measurement	Vocational/ Technical	TOTALS
1	3	1	12		7			1	32
1	11	6	1	1		3			66
1	1		2		11	11			28
1		1			4	18		5	56
	2	2				3		12	31
	2	2			2				25
1		1				1			10
	2	2		4	1	3		1	58
5	1	7	10	1	13	2	1	11	114
10	22	22	25	6	38	41	1	30	420

reduction. The analysis suggested that the first reduction should be proportionate to the universe so that any weighting could be done on the basis of concrete data. A table of random numbers was used in selecting document codes (by the last two digits of an SDC-assigned code number) from each cell, with the objective of reducing the universe one-third. The result of this first reduction to 140 documents is displayed in Table III-4.

At this point, the universe and first sample were compared so that requirements for the final reduction could be stated more precisely. With guidance and concurrence from USOE, the staff introduced two major shifts in the plan: 1) to increase the sample size to approximately 150 documents; and 2) to review the inclusion of several product types. Steps taken then in finalizing the product sample are discussed next, along with the sampling of PREP reports and EMC bibliographies, The exact chronology of the final sample development need not be reviewed here, but the adjustments occurred over a period of time.

Selection of Product Types. Two product types, Essays and Original Research-Related Studies, were immediately dropped from the sample. Each of these was peripheral to the definition of information analysis products and posed significant problems in identifying separate and distinct evaluation criteria of quality and utility. At a later point, the potpourri classification of expanded bibliographies (e.g., comprehensive indexes, abstract journals) was dropped, for similar reasons. Abstract journals, in particular, came into question due to their non-NCEC funding and differences in usage. One final change occurred, in that it became necessary to place "Bibliographies with short analyses or reviews" into one type or the other (i.e., a Bibliography or a Review), so that the appropriate evaluation instrument--one for bibliographies and the other for substantive papers--could be used.

General adjustment procedures were developed to accommodate the evolutionary shifts in final product sizes and types and, later, to requests for adjustments by the clearinghouses. Because of the elapsed time, it was necessary to introduce a weighted adjustment procedure prior to receiving level-of-effort data from the clearinghouses.

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PRODUCT TYPES	Adult Education	Counseling/ Personnel	Disadvantaged	Early Childhood	Educational Management	Media/ Technology	Exceptional Children	Higher Educatio
Bibliographies, Citations Only			1					
Bibliographies, with Abstracts	4				5	1	4	
Bibliographies, with Annotations					1			
Bibliographies, with Brief Introductory Review or Analysis	1	1	2		4	1		2
Comprehensive Bibliographies, Indexes or or Abstract Journals		1					2	
Essays or Opinion Papers			1	1			3	1
Original Research-Related Reports								
Handbooks or Practical Guidance Papers	1	4		2		1	2	1
Reviews and State-of-the-Art Papers	2		3	1	3	3		3
TOTALS	8	6	7	4	13	5	11	7

TABLE III-4. SAMPLE OF ERIC CLEARINGH

(CLEARINGHOUSE) SUBJECT AREAS

onal gement	Media/ Technology	Exceptional Children	Higher Education	Junior Colleges	Languages/ Linguistics	Library/Info. Sciences	Reading	Rural/Small Schools	Science/ Mathematics	Social Science	Teacher Education
					1		1		4		2
	1	4					3	2		1	
						1			1		4
	1		2			1					1
		2					1	1			
		3	1				1	1			1
				1	1						
	1	2	1	1	3		1	1		1	
	3		3	5	2	2		2	3		4
	5	11	7	7	7	4	7	7	8	2	12

TABLE III-4. SAMPLE OF ERIC CLEARINGHOUSE PRODUCTS FROM FIRST REDUCTION

ading	Rural/Small Schools	Science/Mathematics	Social Science	Teacher Education	English	Tests/Measurement	Vocational/Technical	TOTALS
		4		2				9
	2		1		1			21
		1		4	4			11
				1	6		2	21
	1				1		4	10
	1			1				9
								2
	1		1		1			19
	2	3		4	1	1	4	38
	7	8	2	12	14	1	10	140

To bring the first sample of 180 down to approximately 150, the following adjustment strategry was devised:

1) The number of bibliographies was reduced by taking a maximum of two bibliographies from each of the appropriate product-type cells.

2) Deleted bibliographies, essays, indexes, and original research-related reports were alternately replaced with Reviews and Practical Guidance Papers, where sufficient numbers of each were available.

A table of random numbers was used to make all reductions and additions. Each director of a clearinghouse (or other NCEC unit) was then asked, through the Office of Central ERIC, to provide level-of-effort and visibility data on each of their documents in this latest product sample. (This data-gathering effort is discussed in the next major section.) From this contact, some further sample changes were made.

Requests from clearinghouses were accommodated if the problem stemmed from an error in characterizing their universe of documents. If, on the other hand, the request involved a significant change in sampling procedures that would need to be effected for all clearinghouses, changes were not made; some of these requests are described below:

1) Library and Information Sciences (ERIC/CLIS). All documents selected were from the previous clearinghouse contractor and data were no longer available. Documents prepared in the appropriate time frame by the new ERIC/CLIS were then selected.

2) Disadvantaged. Only three of a series of documents considered by them to be a set had been sampled. The missing documents in the set were substituted for two other documents.

3) Teacher Education. The majority of reviews selected were those of one series. Their universe of reviews was reconstructed and a new sample was drawn. The problem resulted from the fact that one document, packaged in several different volumes, had overwhelmed the original universe.

Selection of PREP Reports and EMC Bibliographies. All PREP reports and EMC bibliographies were scheduled to be retained through the first reduction. In anticipation of the elimination of the planned second reduction step, the number of PREP reports was reduced to seven, and four of the six EMC bibliographies were retained.

The Project Officer assisted the project staff in establishing criteria for reduction: 1) that the PREP reports be a potential pair with a clearinghouse document already selected for the sample, or 2) that the subject of the PREP report be one of the USOE priority areas (e.g., reading, the disadvantaged, or the handicapped). The selections are shown in Table III-5. The table shows that the PREP report on Instructional TV did not meet these criteria; it was thus not selected for the sample.

4. CHARACTERIZATION OF THE PRODUCT SAMPLE

The final product sample numbered 146 documents. A complete bibliographic listing is provided in Appendix A; the composition by product type and subject is displayed in Table III-6. As indicated earlier, clearinghouses (and central NCEC units) were asked to provide level-of-preparation effort and visibility data on each of these documents. The data-gathering instrument used for this purpose is presented in Appendix B. The returned data were used to create level of effort and visibility indexes, for purposes of analysis, but are also of interest in characterizing the product sample and elements of the information analysis products program.

TABLE III-5. UNIVERSE AND SAMPLE SELECTIONS OF PREP REPORTS AND EMC BIBLIOGRAPHIES

A. PREP REPORTS

TOPICS	SAMPLE SELECTIONS	
	"PAIRS" WITH CLEARINGHOUSE DOCUMENTS	PRIORITY AREAS
1. Instructional TV		
2. Reading (full set)		X
3. Bilingual Education		X
4. School/Community Relations		
5. Teacher Militancy		
6. Jobs/Disadvantaged (2)		X
7. Elementary Math		
8. Paraprofessionals	X	
9. Sharing Educational Services		X
10. Academic Governance		
11. Individualized Instruction	X	
12. Microteaching		
13. Behavior Modification		
14. Social Studies/Disadvantaged		X

B. EMC BIBLIOGRAPHIES

TITLES	SAMPLE SELECTIONS
1. Education Literature of the Profession (1966-1968)	
2. Books Related to English Language and Literature in Elementary and Secondary Schools	X
3. Science and Mathematics Books for Elementary and Secondary Schools	X
4. Books Related to Adult Basic Education and Teaching English to Speakers of Other Languages	X
5. Education Literature of the Profession (1969-1970)	X
6. Children's Books 1970: A List of Books for Pre-School through Junior High Age (joint effort with Library of Congress)	

TABLE III-6. COMPOSITION OF FINAL PRODUCT SAMPLE BY PRODUCT TYPE AND (CLEARINGHOUSE) SUBJECT AREA (SHEET 1)

Explanatory Notes:

• EMC bibliographies and PREP reports	These documents have been placed in the most appropriate (or in one of several appropriate) clearinghouse subject areas.
• Library and Information Sciences; Social Studies; Tests/Measurement	The reader is reminded that these clearinghouses were relatively new during the period of study.
• Exceptional Children	Because of their different funding pattern and relation to the Council on Exceptional Children, they are not fully represented in this study.
• Educational Management	The apparent overrepresentation of Reviews is due to the decision to reclassify their 4 originally sampled "Bibliographies and Analyses" as Reviews.
• Teaching of English	The apparent overrepresentation of Bibliographies is due to the decision to classify their originally sampled "Bibliographies and Analyses" as Bibliographies.

	PRODUCT TYPES	Adult Education	Counseling/ Personnel	Disadvantaged	Early Childhood	Educational Management	Media/ Technology	Exceptional Children
BIBLIOGRAPHIES (47)	From ERIC clearinghouses	2	1	6	1	3	2	2
	EMC	1	-	-	-	-	-	-
PRACTICAL GUIDANCE PAPERS (31)	From ERIC clearinghouses	1	5	-	1	1	1	1
	PREP reports	-	-	1	-	-	-	-
REVIEWS (68)	From ERIC clearinghouses only	6	1	5	1	10	2	-
TOTAL (146)	TOTAL PRODUCTS	10	7	12	3	14	5	3

TABLE III-6. COMPOSITION O
SUBJECT (SHEE

(CLEARINGHOUSE) SUBJECT AREAS

Educational Management	Media/ Technology	Exceptional Children	Higher Education	Junior Colleges	Languages/ Linguistics	Library/Info. Sciences	Reading	Rural/Small Schools	Science/ Mathematics	Social Science	
3	2	2	-	-	1	1	3	2	3	1	4
-	-	-	-	-	-	-	-	-	1	-	1
1	1	1	2	2	3	-	1	2	-	1	-
-	-	-	-	-	1	-	1	1	-	1	2
10	2	-	5	6	3	2	1	3	7	-	5
14	5	3	7	8	8	3	6	8	11	3	12

TABLE III-6. COMPOSITION OF FINAL PRODUCT SAMPLE BY PRODUCT TYPE AND SUBJECT (SHEET 2)

Reading	Rural/Small Schools	Science/ Mathematics	Social Science	Teacher Education	English	Tests/ Measurement	Vocational/ Technical
3	2	3	1	4	10	-	1
-	-	1	-	1	1	-	-
1	2	-	1	-	2	-	1
1	1	-	1	2	-	-	-
1	3	7	-	5	2	1	8
6	8	11	3	12	15	1	10

Level of Effort. Measures of professional labor, semi-professional/clerical labor, and non-labor costs were gathered from each of the NCEC units. "Professional-man-hours" was finally selected as the unit of measurement for an index that distinguished among products in which the production investment was high, medium, and low.

As shown in Table III-7, professional man-hours range from 10 to 3,260 across all product types. The range of professional man-hours within each product type is shown immediately under this overview. This second display illustrates the fact that a "high" level of effort for one type of product could represent only a moderate level of effort for another type of product. As expected, Reviews are on the higher end of the continuum. PREP reports presented a slight problem in computing level of effort because there were two sources of cost data, from the original Targeted Communication contract and from the NCEC PREP report preparation. Professional effort in the original contracts was converted to man-hours and combined with the effort reported for NCEC personnel. This combined-effort rating properly placed these Reports in the high end of the effort distribution for Practical Guidance Papers.

Level-of-effort indexes were created by arraying the distributions for each product type and establishing cutoff points that represented natural breaks or created reasonable distributions. For partial or missing data, the median for that product type was assigned to the document. The missing data reflect some of the difficulties in gathering such information, particularly in uniform cost units. In some instances, particularly for Reviews, records were available on the involvement of the clearinghouse professional staff but not of time spent by the commissioned authors. Although information on fees for commissioned authors was often supplied by the clearinghouses, it could not be translated by the project staff into professional man-hours. In other cases, data were missing for documents prepared by defunct organizations.

In each cost area, the data were interpreted by the staff as best-available estimates. Professional man-hours were then selected because they appeared to contribute most to the overall document cost. Background tables on the other two cost units are provided in Appendix C. The ratio of semi-professional/clerical

TABLE III-7. DISTRIBUTION OF DOCUMENTS IN PRODUCT SAMPLE BY LEVEL OF EFFORT IN PROFESSIONAL MAN-HOURS ACROSS ALL PRODUCT TYPES AND FOR EACH PRODUCT TYPE CLASS

A. DISTRIBUTION OF LEVEL OF EFFORT (IN PROFESSIONAL MAN-HOURS) ACROSS ALL PRODUCT TYPES

10	25	50	60	100	200	250	600
10	30	50	65	102	200	256	800
10	30	50	65	112	200	275	1,000
12	30	50	65	125	200	300	1,216
12	30	50	65	125	200	324	1,250
12	40	50	75	140	200	325	1,976
14	40	50	75	145	200	325	1,976
14	40	50	75	150	210	339	2,094
14	40	50	80	150	210	340	2,338
15	40	50	80	160	225	345	2,705
16	41	50	85	161	250	375	3,248
20	45	50	85	175	250	400	3,260
20	50	52	90	180	250	500	
24	50	53	100	185	250	500	
25	50	60	100	190	250	570	
25	50	60	100	193	250	580	
25	50	60	100	200	250	580	

For 131 documents: Range = 10 to 3,260
Median = 100

B. LEVEL OF EFFORT INDEXES BY PRODUCT TYPE

INDEX	BIBLIOGRAPHIES		PRACTICAL GUIDANCE PAPERS		REVIEWS	
	PROFESSIONAL MAN-HOURS	NUMBER OF DOCUMENTS	RANGE	NUMBER OF DOCUMENTS	PROFESSIONAL MAN-HOURS	NUMBER OF DOCUMENTS
Low:	10-41	22	10-50	10	30-160	25
Medium:	50-80	16	75-600	14	175-250	27
High:	100-1,250	9	1,216-3,248	7	275-3,260	16

support to professional staff was fairly stable within each product type: for Reviews, semi-professional and clerical time was, on the average, 30 percent of the professional man-hours; for Practical Guidance Papers, 40 percent; and for Bibliographies, 60 percent. Non-labor costs (e.g., supplies, computer searches, typesetting) were highly variable and showed no clear relationship to other costs or any pattern among product types.

Level of Visibility. NCEC units were asked to supply data on the number of copies distributed and to characterize the use of announcement and original distribution procedures for each of their documents. Indications of the types of secondary distribution efforts for the documents were also requested. A visibility index was based on the number of copies distributed (not including sales by the ERIC Document Reproduction Service*). PREP reports were an exception to this criterion of "original distribution" as a measure of visibility. On the basis of limited information concerning the secondary distribution of PREP reports through the state education agencies, a median number of copies (65) for seven states that were surveyed was multiplied by 50 and added to the 250 or 300 copies distributed originally by USOE to the states. This gross estimate of secondary distribution placed the PREP reports on the high end of the continuum for Practical Guidance Papers. The range in number of copies distributed, across all product types, is displayed in Table III-8; the individual indexes for each product type are shown in the same table.

Other information provided by the states, by NCEC staff, and ERIC clearinghouses concerning announcement and distribution procedures were not incorporated into the visibility index, since there were no relevant baseline data available to interpret the general effect of different promotional and distribution methods. This information is, however, both interesting and useful for better understanding the information analysis product program. The methods described are presented and discussed in Chapter V.

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*A factor for EDRS sales was not developed because records were not available for a sufficient period of time. The new EDRS contractor's records begin in February, 1971. A review of the cumulative record through November 30, 1971, for 128 documents in the product sample, showed a range of from 1 to 292 sales, and a median of 5. Since we were unable to trace a sales curve for the period since the documents were first made available (in some cases almost 2-1/2 years ago), the creation of an EDRS distribution factor would have been purely speculative and possibly misleading.

TABLE III-8. DISTRIBUTION OF VISIBILITY LEVEL IN NUMBER OF COPIES DISTRIBUTED ACROSS ALL PRODUCT TYPES AND FOR EACH PRODUCT TYPE IN SAMPLE

A. DISTRIBUTION OF LEVEL OF VISIBILITY (in number of copies distributed) ACROSS ALL PRODUCT TYPES

15	250	428	650	1,071	2,000	3,550	10,500
50	250	440	650	1,087	2,000	3,550	[11,000]
100	250	441	666	1,100	2,200	3,550	[12,250]
100	250	475	675	1,100	2,449	3,550	[12,250]
130	250	500	675	1,293	[2,500]	3,550	[12,250]
150	250	500	675	1,300	2,500	3,550	16,500
179	250	500	700	1,397	2,500	3,600	26,000
200	280	500	725	1,400	2,500	4,000	[35,310]
200	285	500	750	1,403	2,500	5,000	[35,322]
200	300	500	775	1,450	2,521	5,000	[36,187]
200	300	551	780	1,627	2,800	5,000	[40,000]
200	300	600	815	1,810	[3,300]	5,500	[40,000]
200	300	600	850	2,000	[3,300]	6,500	[59,728]
200	317	600	864	2,000	[3,300]	7,500	[60,700]
200	350	600	875	2,000	[3,300]	7,626	[62,500]
200	350	610	950	2,000	[3,300]	8,477	[63,133]
209	400	630	950	2,000	[3,300]	9,712	
250	400	650	1,000	2,000	3,500	9,920	

[Brackets indicate inclusion of journal circulation or subscription series figures]

For 142 documents: Range = 15-63,133
Median = 950

B. LEVEL OF VISIBILITY INDEXES BY PRODUCT TYPE

INDEX	BIBLIOGRAPHIES		PRACTICAL GUIDANCE PAPERS		REVIEWS	
	COPIES	NUMBER OF DOCUMENTS	RANGE	NUMBER OF DOCUMENTS	COPIES	NUMBER OF DOCUMENTS
Low:	100-950	25	15-350	10	50-950	29
Medium:	2,000-10,500	15	400-1,627	10	1,000-2,521	25
High:	35,310-63,133	7	2,000-11,000	11	3,300-40,000	14

C. THE SURVEY INSTRUMENTS

Four different survey instruments were designed and pretested for use in the two surveys (see Table III-1). Complete questionnaire packages are contained in Appendix D of this report, and each is described below.

1. GENERAL FIELD SURVEY QUESTIONNAIRES

The General Field Survey required the development of a Screening Questionnaire and a User Evaluation Questionnaire. The Screening Questionnaire (Q1) in which the survey participants were asked to indicate their general familiarity with NCEC products, was intended to help identify potential evaluators of these products. This instrument was originally planned as an "unprompted recall" questionnaire, i.e., one in which specific product titles or descriptions would not be presented. However, it was later decided that some stimulus --in this case, an insert section of miniature color replicas representing examples of products--would be added to help the survey participant in distinguishing among the many kinds of information products available. It was hoped that this approach would stimulate greater and more accurate recognition.

The User Evaluation Questionnaire took on several forms. For users, i.e., those who indicated in Q1 that they had read or skimmed NCEC products, two questionnaire versions (of Q2) were designed: Q2-A, for substantive papers --Reviews and Practical Guidance Papers--and Q2-B, for Bibliographies. For non-user respondents to Q1, i.e., those who indicated they had only heard about or had not previously read any NCEC products, an abbreviated form (Q3) was designed to explore their potential interest in the documents.

A more detailed discussion of the purpose and design of each of these three questionnaires is contained in the following sections.

Screening Survey Questionnaire (Q1). The Screening Questionnaire was a brief four-item instrument that served two major purposes: 1) to identify a subsample of educators who had read NCEC products, and 2) to obtain a minimal amount of demographic data that would describe the respondent population and provide information for assigning documents in the evaluation phase. The four questions asked were:

1) In what institutional setting are you working?

2) What is your main professional role or function in the educational community?

3) Which of the following [34] areas represent your major professional interests? [Circle the one area that represents your principal professional interest]

4) Prior to receiving the questionnaire, had you seen or read an information product prepared by any one of these [21] NCEC units?

The categories of broad interest areas in the third question were selected to facilitate the assignment of documents. Clearinghouse names were used for directly matching relevant documents. Separate categories were created in cases where a clearinghouse scope was not adequately encompassed by the clearinghouse name (such as the Rural Education and Small Schools Clearinghouse's coverage of American Indian Education) or where two different areas were included in one clearinghouse name (such as Science and Mathematics Education). Other key words were added to assist in focusing on the appropriate level (elementary education or secondary education) or on the type of document (e.g., related to research, curriculum development, or instructional materials). Several areas not covered by the clearinghouses were also added in anticipation of some responses from unintended audiences.

The fourth question was the key screening item. Respondents were given three response choices for each of the 21 NCEC units (all 19 ERIC clearinghouses, PREP reports, and EMC bibliographies):

- I have read or skimmed
- I am aware of, but have not read or skimmed
- I am not aware of

Respondents who checked the first response for any one NCEC unit were considered users; those with responses in only the second or third choices were classified as non-users. Users were potential product evaluators for the study and would receive evaluation questionnaires; non-users, on the other hand, were to be followed up in hopes of learning of their potential interest in the documents and, in cases where they had heard about the documents, why they had not read them.

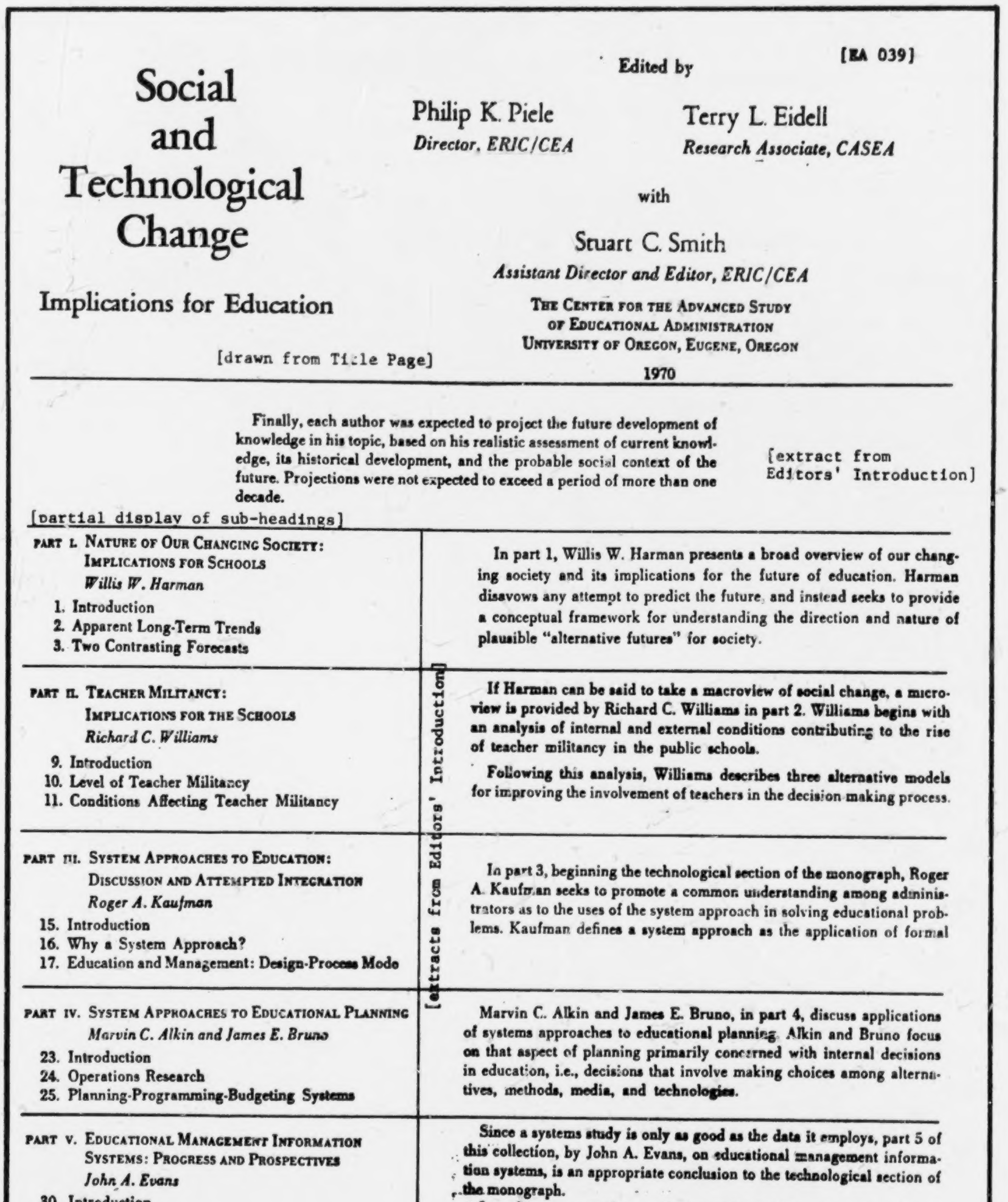
In the last question, several recall prompters were supplied: background information concerning the preparation and original dissemination channels was provided; acronyms of NCEC units were given with locations and/or institutional settings of ERIC clearinghouses; and, as mentioned before, miniature color photos of the products were provided in a special insert section.

User Evaluation Survey Questionnaire (Q2). Evaluation questionnaires were developed for use with specific document representations (i.e., one-page displays of title pages, tables of contents, and abstracts or extracts) of documents for a "prompted recall" evaluation by respondents. A sample document representation is presented in Exhibit III-1; copies of several are included in Appendix D with the questionnaires.

Two versions of Q2 were developed in order to reflect different evaluation criteria for the different purposes and uses of Bibliographies and substantive papers (i.e., Reviews and Practical Guidance Papers). Although the overall dimensions of quality, utility, and impact were explored through both of these instruments, only six questions were phrased alike in both. An overview of questionnaire items used in all evaluation instruments is displayed in Table III-9. (The Potential-Interest Evaluation Questionnaire and the Specialists' Questionnaires [Q3 and Q4] discussed next, are also included in the table.)

In the evaluation survey instruments, questions for each of these dimensions were carefully phrased in terms of the user's own needs, at the time of his use. Although this approach exacted a burden on the reader in recalling his "information-need environment," we felt that this approach more nearly

EXHIBIT III-1. SAMPLE DOCUMENT REPRESENTATION USED IN USER EVALUATION SURVEY QUESTIONNAIRE (Q2)



[EA 039]

Social and Technological Change

Implications for Education

Edited by

Philip K. Piele
Director, ERIC/CEA

Terry L. Eidell
Research Associate, CASEA

with

Stuart C. Smith
Assistant Director and Editor, ERIC/CEA

THE CENTER FOR THE ADVANCED STUDY
OF EDUCATIONAL ADMINISTRATION
UNIVERSITY OF OREGON, EUGENE, OREGON
1970

[drawn from Title Page]

Finally, each author was expected to project the future development of knowledge in his topic, based on his realistic assessment of current knowledge, its historical development, and the probable social context of the future. Projections were not expected to exceed a period of more than one decade.

[extract from Editors' Introduction]

[partial display of sub-headings]

[extracts from Editors' Introduction]

PART I. NATURE OF OUR CHANGING SOCIETY: IMPLICATIONS FOR SCHOOLS
Willis W. Harman
1. Introduction
2. Apparent Long-Term Trends
3. Two Contrasting Forecasts

In part 1, Willis W. Harman presents a broad overview of our changing society and its implications for the future of education. Harman disavows any attempt to predict the future, and instead seeks to provide a conceptual framework for understanding the direction and nature of plausible "alternative futures" for society.

PART II. TEACHER MILITANCY: IMPLICATIONS FOR THE SCHOOLS
Richard C. Williams
9. Introduction
10. Level of Teacher Militancy
11. Conditions Affecting Teacher Militancy

If Harman can be said to take a macroview of social change, a microview is provided by Richard C. Williams in part 2. Williams begins with an analysis of internal and external conditions contributing to the rise of teacher militancy in the public schools.

Following this analysis, Williams describes three alternative models for improving the involvement of teachers in the decision making process.

PART III. SYSTEM APPROACHES TO EDUCATION: DISCUSSION AND ATTEMPTED INTEGRATION
Roger A. Kaufman
15. Introduction
16. Why a System Approach?
17. Education and Management: Design-Process Mode

In part 3, beginning the technological section of the monograph, Roger A. Kaufman seeks to promote a common understanding among administrators as to the uses of the system approach in solving educational problems. Kaufman defines a system approach as the application of formal

PART IV. SYSTEM APPROACHES TO EDUCATIONAL PLANNING
Marvin C. Alkin and James E. Bruno
23. Introduction
24. Operations Research
25. Planning-Programming-Budgeting Systems

Marvin C. Alkin and James E. Bruno, in part 4, discuss applications of systems approaches to educational planning. Alkin and Bruno focus on that aspect of planning primarily concerned with internal decisions in education, i.e., decisions that involve making choices among alternatives, methods, media, and technologies.

PART V. EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS: PROGRESS AND PROSPECTIVES
John A. Evans
30. Introduction
31. Definition of Concepts
32. Developments in Management Information System Technology

Since a systems study is only as good as the data it employs, part 5 of this collection, by John A. Evans, on educational management information systems, is an appropriate conclusion to the technological section of the monograph.

Intending to contribute a better understanding of computer-based management information systems (MIS) and their implications for educational management, Evans defines and clarifies major terms and con-

TABLE III-9. TOPICS OF ITEMS ON EVALUATION QUESTIONNAIRES AND SPECIALISTS' QUESTIONNAIRES

QUESTIONNAIRE ITEMS	GENERAL FIELD SURVEY QUESTIONNAIRES						SPECIALISTS SURVEY QUESTIONNAIRE
	Q2-A (for Substantive Papers)		Q2-B (for Bibliographies)		Q3 (for all products)		Q4 (for all products)
	Readers	Non-Readers	Readers	Non-Readers	Readers	Non-Readers	
QUALITY							
Choice of Author							X
Adequacy of Coverage	X		X				
Selection of Material							X
Choice of References							X
Up-to-dateness	X		X				X
Accuracy							X
Length	X						
Number of References			X				
Organization	X		X				X
Writing	X						X
Format	X		X				X
Adequacy of Discussion	X						
Interpretation							X
Textual Materials			X				
UTILITY							
Relevance	X	X	X	X	X	X	X
Need	X	X	X	X	X	X	X
Usefulness	X		X				X
Comparative Usefulness	X		X				X
IMPACT	X		X				
DESCRIPTIVE ITEMS							
Reasons for Not Reading		X		X		X	
Recency of Reading	X		X				X

corresponded to the objective of assessing the general utility and impact of the documents, and accommodated the inevitable variations in users' levels of knowledge in the field or familiarity with literature. An in-depth review of quality was expected from participants in the Specialists' Survey.

Each respondent was asked to review 10 documents, but it was anticipated that no more than two or three documents would have been read. If a document had not been read previously, the respondent was asked to answer only two or three questions. The first two covered the potential relevance and potential usefulness of the document at the time of publication; the third asked why a respondent had not read a document that he had heard about.

The items on the Potential-Interest Evaluation Questionnaire (Q3) were comparable to those for non-readers in Q2. Non-users were also asked if they had previously read the documents. This question would serve to test the reliability of the key screening item on Q1.

2. SPECIALISTS' SURVEY QUESTIONNAIRE

Specialists were to receive full copies of documents and provide in-depth assessments of their quality and general utility. The Specialists' framework for responding was not to be limited by personal information needs; it was, rather, to encompass the needs of the field relative to the extant literature and practice. As shown in Table III-9, some nine questions were generally or directly comparable to those asked of the General Field Survey participants.

Two questions were designed to allow the evaluator to disqualify himself because of specific involvement in the preparation of the document (e.g., authored, edited, or reviewed prior to publication) and/or because of the document's lack of relevance to his professional interests. As background information, an item was included to determine whether the evaluator had read the document previously and, if so, how recently.

The assessment of ten different quality dimensions listed under Quality in Table III-9 was elicited through a combination of ratings and open-ended sections. The free-form responses allowed the specialist to cite specific examples from the text in support of these ratings. In a context of recommending the document to a colleague, evaluators were also asked to rate a document's degree of usefulness to the educational community for seven specific dimensions of utility. As in the User Evaluation Questionnaire (Q2), a concluding question asked for a general comparison of the document's usefulness in relation to other documents of the same type.

D. THE SURVEY PARTICIPANTS

As discussed in the introduction to this chapter, two separate surveys were conceived in order to explore fully the questions of quality, utility, and impact of NCEC products. Questions of outreach into the educational community, of general usage and quality, and of impact on the daily activities of educators, could best be posed to a broadly based sample of educators. On the other hand, specific questions of quality, relative to the literature and knowledge base as a whole, were more appropriately addressed by a segment of the educational community specifically identified as "specialists." The latter type of respondent would certainly constitute some portion of any general sample; however, it was important to identify these individuals as a separate group and to request a somewhat different, more in-depth evaluation of the products.

In addition to such considerations that led to the two-survey approach, there were equally compelling reasons for generating a dual sampling approach in identifying participants for the General Field Survey. It was believed that a random approach would provide data on answering the "outreach" question, but that a non-random sample--one that included individuals known to be familiar with the educational information channels--would most likely produce potential product evaluators. This dual approach was also viewed as a means for deriving some comparative data that could help in determining the more efficient and cost-effective method of identifying product evaluators in future evaluations.

The following sections trace steps used in identifying survey participants for both surveys: 1) The General Field Survey, and 2) The Specialists' Survey.

1. THE GENERAL FIELD SURVEY

General Field Survey participants were identified through two sampling approaches: 1) a random sample drawn on a stratified basis from several primary and secondary sampling units, and 2) a non-random sample drawn from listings available within the "NCEC family." Since there is no one central list of educators, the following sampling procedures reflect a multi-stage and multi-unit sampling approach.

Development of the Random Sample. A random sample of 1,588 educators was drawn according to the general parameters shown in Table III-10.

Table III-10. GENERAL PARAMETERS FOR THE RANDOM SAMPLE OF THE GENERAL FIELD SURVEY

FUNCTION OR ROLE IN THE EDUCATIONAL COMMUNITY	SAMPLING UNITS				TOTAL PERCENTAGE
	School Districts	State Education Agencies	Institutions of Higher Education	Research Facilities	
Teaching Personnel	30%	-	5%	-	35%
Support Personnel	15%	5%	5%	-	25%
Administrative Personnel	15%	10%	5%	-	30%
Researchers	-	-	-	10%	10%
Totals	60%	15%	15%	10%	100%

This sample was not intended to be proportionate to the universe of educators, since the largest percentages, i.e., elementary and secondary teachers, are relatively homogeneous strata and represent only segments of the intended audiences of the NCEC products. Administrators and support personnel were sampled at higher percentages than their strength in the universe to provide a representation of significant audiences and important links in the information-utilization chain.

Two primary sampling units were used:

- 8 states were randomly selected from each of the major regions of the country.
- 27 USOE-supported research facilities were used as the primary units for identifying research and development staff members.

Four secondary sampling units were used within each of the eight states: 1) the State Education Agency, 2) two school systems--one large (over 10,000) and one small (under 10,000), 3) one junior or community college, and 4) one public four-year college or university.* The specific sampling parameters and numbers actually sampled for each unit are fully documented in Appendix E.

Listings of personnel for each of the sampled units were obtained through mail and telephone contacts with agency personnel. The contact process with personnel in each appropriate agency is summarized in the following paragraphs:

- State Education Agencies. In each of the state agencies, the PREP contact (an individual identified by the Chief State School Officer as the State's liaison with NCEC) was telephoned initially. It was not only important that these key people be made aware of the study, but it was felt that their support could be most helpful, particularly if there were problems in enlisting local support. These individuals were most cooperative in providing state directories or personnel listings. One PREP contact volunteered to initiate the request with the local school districts in that state. No formalized requests were required for surveying the state personnel.

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*Each of the last three sampling units was sampled from the most current editions of directories prepared by the U. S. Office of Education's National Center for Educational Statistics: Education Directory, Public School Systems 1970-1971 and Directory of Higher Education.

- Local School Systems. Superintendents, assistant superintendents, or research directors were contacted, first by telephone and then by mail. As expected, some of the larger cities expressed some concern over participation "in one more survey." However, only one large school system chose not to participate, and a substitute was sampled. In several cities, it was necessary to submit a formal request for approval by a local council. In one city, this request was granted, but in turn, the council asked that questionnaires be stamped with "Participation in this study is purely voluntary." Letters, including a cover letter from the USOE Project Officer (Exhibit III-2), were used in these contacts. Each city provided a printed listing or directory of personnel and, with one exception, the information was sufficiently detailed to allow for classifying each staff member according to the set parameters. The one computer printout received was less adequate for sampling purposes because mailing information was not contained directly in the listing and job-position information was not specific.

- Universities and Junior Colleges. Current college bulletins were used in sampling the post-secondary personnel. Bulletins held in the collections of the National Education Association Library and American Association of Junior Colleges Library covered most of the sampled institutions. In cases where current bulletins were not available in either library, telephone requests for current catalogs were placed directly to the institutions.

- USOE-Supported Research Facilities. USOE provided personnel listings for the 27 research facilities--policy centers, special education instructional material centers, R&D centers, and regional education laboratories. Directors were contacted to inform them of the study and enlist support for their staff's participation. The already existing ambiguity in the definition of an educational researcher/developer was compounded by the minimal information contained in job classifications in these listings.* However, given clues to the level of responsibility and project involvement were used to identify a "universe" of appropriate staff members in each facility.

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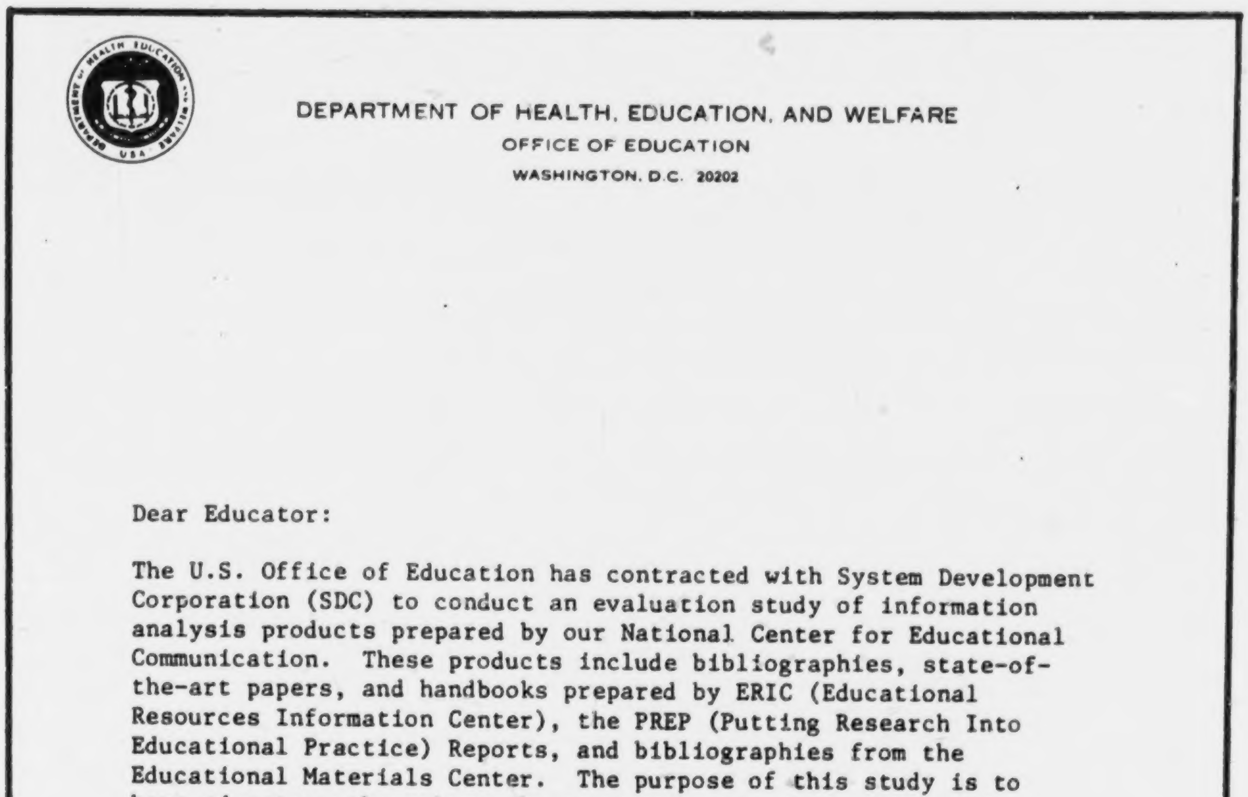
*The "error" rate in distinguishing among researchers and administrative personnel or support personnel was small, given this less-than-adequate information. Approximately 80 percent of the sampled researchers characterized themselves in the Screening Questionnaire returns as "researchers;" the remainder were mostly college professors (probably a result of dual positions). Less than 1 percent came back as non-researchers (e.g., librarian-media personnel or program specialists).

EXHIBIT III-2. LETTER FROM USOE PROJECT OFFICER TO SCHOOL DISTRICT OFFICIALS REQUESTING COOPERATION IN SURVEY



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Dear Educator:

The U.S. Office of Education has contracted with System Development Corporation (SDC) to conduct an evaluation study of information analysis products prepared by our National Center for Educational Communication. These products include bibliographies, state-of-the-art papers, and handbooks prepared by ERIC (Educational Resources Information Center), the PREP (Putting Research Into Educational Practice) Reports, and bibliographies from the Educational Materials Center. The purpose of this study is to have educators throughout the country assess the quality and utility of these products, so that USOE can determine how future products can be targeted to meet the needs of the professional community.

Your school district has been chosen as one of 16 districts in the country from which SDC will select professional educators to participate in this study. The enclosed letter from SDC explains further the type of survey in which your personnel would be involved. We at USOE would very much appreciate your local support of this study and your cooperation in making available your personnel lists to SDC.

USOE is confident that this study will not only help us determine the impact we have had in the field thus far, but most importantly, help us to improve our efforts in the near future. Thank you for your cooperation.

Sincerely,

Betty Rasmussen

(Mrs.) Betty Rasmussen
Office of Program Planning
and Evaluation

Development of the Non-Random Sample. A non-random sample of 3,221 was drawn from several sampling units, each of which represented a dissemination channel for NCEC products. The three basic groups were:

- The ERIC Clearinghouses
- State and Local Educational Information Centers receiving support from USOE
- The ERIC Document Reproduction Service

Procedures for obtaining these various listings, and the complexities encountered in the process, varied in each of these basic groups, as described in the following sections.

- ERIC Clearinghouses. Each clearinghouse was initially contacted by telephone for purposes of obtaining a "mailing list." From these initial discussions, the staff was made aware of the differences in listings for individual clearinghouses and the nature of what was, for some, a burden. The differences were: 1) in size, with lists ranging up to 27,000 names, some few of which were stratified; 2) in formats, with most lists in machine-readable form, but at least one existing (at the time) on typed 3x5 cards; and 3) in sources of ownership, for at least seven clearinghouses where professional assocations or mailing services maintained their listings. Thus, several refinements to the request were introduced. The mailing list was defined as the broadest listing of intended audiences available, to exclude any limited or automatic distribution lists (e.g., to USOE, other clearinghouses, or Advisory Board personnel). Also, to facilitate the delivery process--particularly for those clearinghouses with large computerized listings--they were asked to sample 100 or 200 names randomly.* If more convenient, a complete listing was provided for sampling by the project staff.

  This request produced approximately 2,436 names (after foreign addresses and institutional names were eliminated).

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*Twelve clearinghouses that appeared to have more heterogeneous intended audiences were asked to sample 200 names, so that this diversity could be represented in the sample.

During the course of these several contacts, some clearinghouses suggested additional types of "lists" that would facilitate the identification of specific product users, those in which individuals who receive copies from the clearinghouses were identified. However, not all clearinghouses maintained this expanded automatic distribution list, and for some, the identification of known product recipients would require a manual search of request files. Thus, on a voluntary basis, the clearinghouses were asked to supply approximately 10 known product users for each document, if the request could be filled within a reasonable level of effort. Only eleven clearinghouses supplied 284 names through this second request; thus, all documents in the product sample were not covered in this listing.

- State and Local Educational Information Centers. Fourteen state and local educational information centers were contacted initially for assistance in providing lists. Again, the problem of defining "lists" was encountered. Most of these centers do not maintain announcement or mailing lists, since they operate more directly with on-demand services. Therefore, it was more appropriate for most of the local centers to provide names of 50 of their most recent (not necessarily most frequent) users. For some of the state centers, the request was apparently not reasonable, particularly for those which work through satellite centers or dissemination agents. Four centers contributed a total of 362 names; the remaining centers either did not choose to cooperate or did not have an appropriate listing.

- ERIC Document Reproduction Service (EDRS). EDRS was initially discounted as a possible source on the assumption that most customers would represent information intermediaries or purchasing agents for institutions. However, the potential of this source was explored further, and records provided by LEASCO Information Products (the EDRS contractor) were used as a sampling source. First, from a printout of ED numbers (ERIC accession numbers), 696 customer order numbers were sampled. From a second printout, these numbers and customer order numbers were translated into names of purchasers. At this second stage, 390 names were lost to duplications or foreign addresses. Of the remaining 306 purchasers, 55 percent were institutional addresses. The remaining 139 individuals, including approximately nine percent librarians, were included in the survey mailing.

The total sampling picture for both sample groups is presented in Table III-11.*

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*These numbers differ slightly from those displayed in a later table (see section E) of actual mailings because duplicate names were eliminated prior to the actual mailings.

TABLE III-11. NUMBER OF GENERAL FIELD SURVEY PARTICIPANTS IDENTIFIED BY SAMPLING UNITS WITHIN RANDOM AND NON-RANDOM SAMPLES

Sampling Units	Number of Sampling Units	Total Number of Individuals Sampled
RANDOM SAMPLE		
State Education Agencies	8	233
Small School Districts	8	292
Large School Districts	8	624
Junior Colleges	8	102
State Universities	8	143
USOE-Supported Research Facilities	27	194
RANDOM SAMPLE TOTALS		1588
NON-RANDOM SAMPLE		
ERIC Clearinghouses (General Mailing Lists)	17	2436
Local Educational Information Centers	4	199
State Educational Information Centers	4	163
Requesters of Documents in Product Sample from ERIC Clearinghouses	11	284
Customers of ERIC Document Reproduction Service	1	139
NON-RANDOM SAMPLE TOTALS		3221
TOTALS FOR BOTH SAMPLES		4809

2. THE SPECIALISTS' SURVEY

Specialists were identified through a structured colleague-identification process. Several possible starting points for this process were considered, e.g., professional association officers and masthead listings of editorial advisors for professional journals. However, in keeping with the methodological considerations for future evaluations, a starting point "close to home" was selected: ERIC Clearinghouse Advisory Boards. Each clearinghouse provided lists of Board members. Letters were then sent to a total of 248 members requesting that they identify individuals who, in their opinion, would qualify as subject specialists in the areas covered by the documents.* The letter of request was accompanied by a listing of documents for the appropriate clearinghouse and, as shown in Exhibit III-3, a recommendation form was enclosed so that individuals could provide names, addresses, and telephone numbers of nominees. In addition, Board members could recommend individuals as "generalists," or as particularly qualified evaluators of specific documents. A project description was also enclosed to assist members in better understanding the purpose and methodology of the study.

From approximately 100 Advisory Board members, a total of 482 nominations (including some duplications) were received. The goal was to identify three specialists for each document, so that a "tie-breaker" would be available for any two diametrically opposed evaluations. Thus, for each clearinghouse area, specialists were taken in the following order:

- Those nominated three or more times
- Those nominated at least twice and recommended for one or more specific documents
- Those nominated twice

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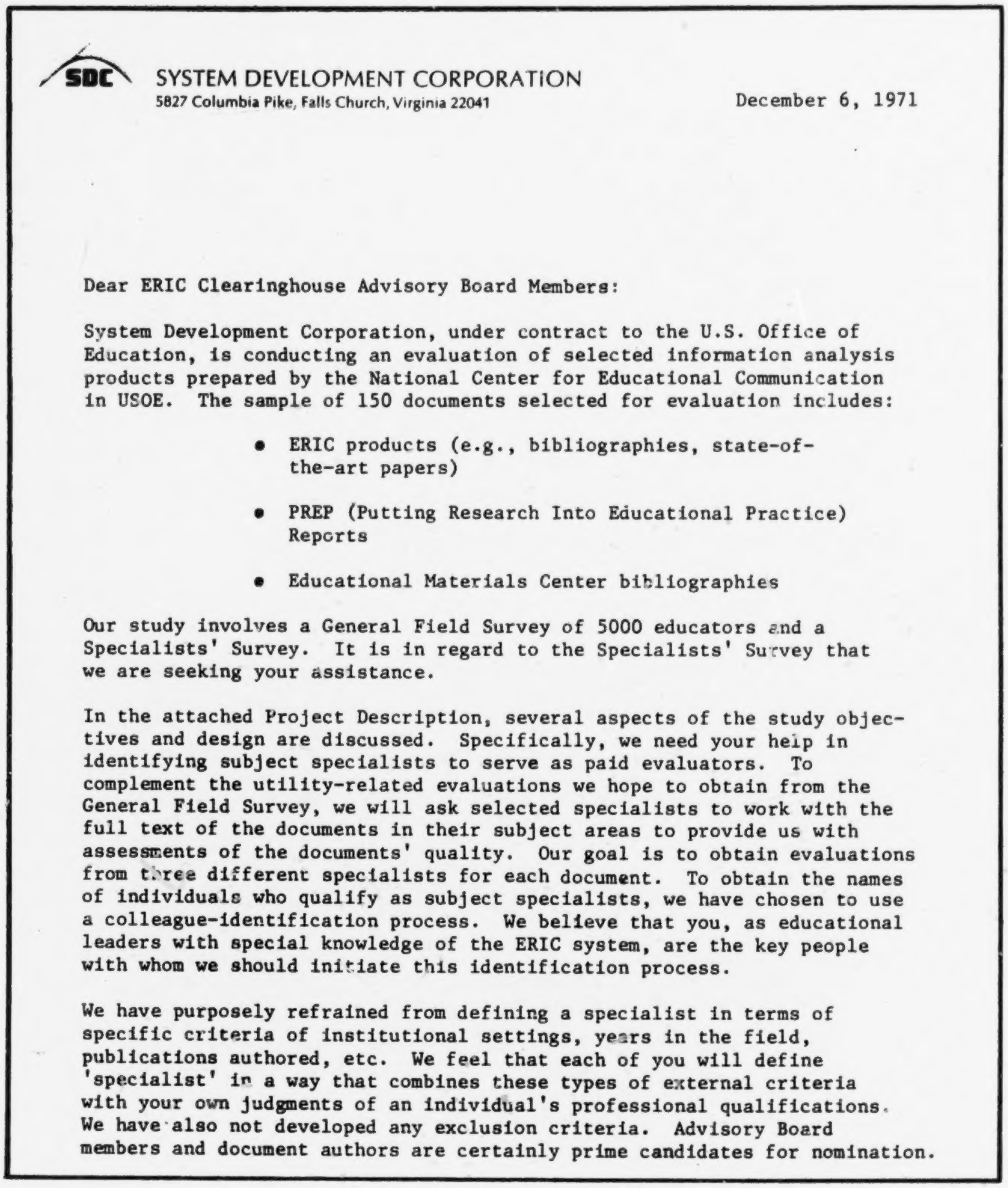
*Not all Advisory and Policy Board members of clearinghouses represent subject expertise in their advisory capacity; because of this, some members disqualified themselves from participating in this recommendation process.

EXHIBIT III-3. LETTER OF REQUEST TO CLEARINGHOUSE ADVISORY BOARD MEMBERS FOR NOMINATION OF SPECIALISTS. (SHEET 1)



SDC SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

December 6, 1971

Dear ERIC Clearinghouse Advisory Board Members:

System Development Corporation, under contract to the U.S. Office of Education, is conducting an evaluation of selected information analysis products prepared by the National Center for Educational Communication in USOE. The sample of 150 documents selected for evaluation includes:

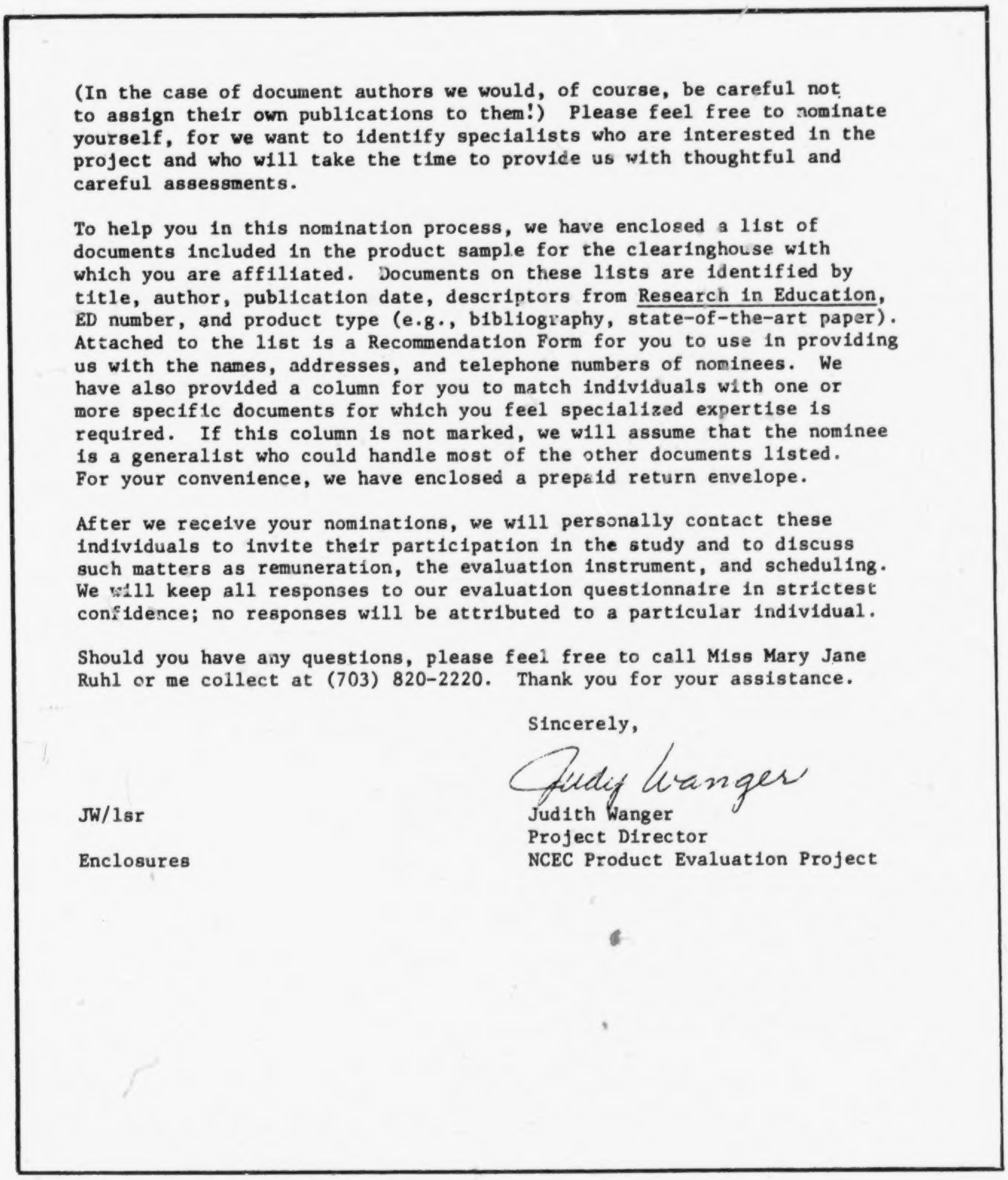
- ERIC products (e.g., bibliographies, state-of-the-art papers)
- PREP (Putting Research Into Educational Practice) Reports
- Educational Materials Center bibliographies

Our study involves a General Field Survey of 5000 educators and a Specialists' Survey. It is in regard to the Specialists' Survey that we are seeking your assistance.

In the attached Project Description, several aspects of the study objectives and design are discussed. Specifically, we need your help in identifying subject specialists to serve as paid evaluators. To complement the utility-related evaluations we hope to obtain from the General Field Survey, we will ask selected specialists to work with the full text of the documents in their subject areas to provide us with assessments of the documents' quality. Our goal is to obtain evaluations from three different specialists for each document. To obtain the names of individuals who qualify as subject specialists, we have chosen to use a colleague-identification process. We believe that you, as educational leaders with special knowledge of the ERIC system, are the key people with whom we should initiate this identification process.

We have purposely refrained from defining a specialist in terms of specific criteria of institutional settings, years in the field, publications authored, etc. We feel that each of you will define 'specialist' in a way that combines these types of external criteria with your own judgments of an individual's professional qualifications. We have also not developed any exclusion criteria. Advisory Board members and document authors are certainly prime candidates for nomination.

EXHIBIT III-3. LETTER OF REQUEST TO CLEARINGHOUSE ADVISORY BOARD MEMBERS FOR NOMINATION OF SPECIALISTS. (SHEET 2)



(In the case of document authors we would, of course, be careful not to assign their own publications to them!) Please feel free to nominate yourself, for we want to identify specialists who are interested in the project and who will take the time to provide us with thoughtful and careful assessments.

To help you in this nomination process, we have enclosed a list of documents included in the product sample for the clearinghouse with which you are affiliated. Documents on these lists are identified by title, author, publication date, descriptors from Research in Education, ED number, and product type (e.g., bibliography, state-of-the-art paper). Attached to the list is a Recommendation Form for you to use in providing us with the names, addresses, and telephone numbers of nominees. We have also provided a column for you to match individuals with one or more specific documents for which you feel specialized expertise is required. If this column is not marked, we will assume that the nominee is a generalist who could handle most of the other documents listed. For your convenience, we have enclosed a prepaid return envelope.

After we receive your nominations, we will personally contact these individuals to invite their participation in the study and to discuss such matters as remuneration, the evaluation instrument, and scheduling. We will keep all responses to our evaluation questionnaire in strictest confidence; no responses will be attributed to a particular individual.

Should you have any questions, please feel free to call Miss Mary Jane Ruhl or me collect at (703) 820-2220. Thank you for your assistance.

Sincerely,

Judy Wanger

JW/lsr

Judith Wanger
Project Director
NCEC Product Evaluation Project

Enclosures

EXHIBIT III-3. LETTER OF REQUEST TO CLEARINGHOUSE ADVISORY BOARD MEMBERS FOR NOMINATION OF SPECIALISTS. (SHEET 3)

RECOMMENDATION FORM

NCEC Product Evaluation Specialists' Survey

	Name	Address	Telephone	Recommended only for Specific Document(s) (Please identify by document number)
1.				
2.				
3.				
4.				
5.				

☐ Check here if we may use your name in contacting these individuals.

Name

Clearinghouse Affiliation

[If needed, please use reverse side.]

- Those recommended for one or more specific documents
- Those recommended only once, and not for any specific documents (individuals in this group were randomly sampled to complete the necessary number of specialists and for that clearinghouse's documents, including subject-related PREP and EMC documents).

A total of 242 specialists, representing three potential evaluators for all 146 documents, were identified. The contacting process and refinement of the document assignments are discussed in Section F of this chapter.

E. THE GENERAL FIELD SURVEY

This section describes the activities related to the conduct of mailings and the handling of returns for each phase of the General Field Survey. The results of the survey are summarized in Tables III-12, III-14, and III-15.

1. SCREENING QUESTIONNAIRE SURVEY--PHASE 1

Mailings. A total of 4,692 Screening Questionnaires (Q1s) were mailed. A master control file was checked for duplicates within and between samples, and between the General Field Survey and the Specialists Survey.* A total of 117 duplicates was identified and pulled. The initial mailing was accomplished in three separate waves, because of delays in obtaining groups of source listings for sampling. Alphanumeric codes were assigned for the identification of each sampling source and each individual. The entire Q1 package consisted of questionnaire (with cover letter), a color insert of sample products, and a pre-paid envelope. Followup packages contained the same materials with a special cover letter.

Returns. As shown in Table III-12, the overall response rate, with one followup mailing, was 64%. This table shows only usable returns; during the check-in process, some 74 returns were discarded for one of several reasons. Typically, these questionnaires were either incomplete, not completed at all (for such reasons as "I am not an educator" or "I do not complete anything without being paid"), or completed by someone other than the originally designated survey participant (e.g., some directors of administrative units seemed to have passed the questionnaire to a subordinate or librarian, an associate, or a successor).

Editing and Keypunching. Guidelines for editing each questionnaire were developed to help achieve uniformity in preparing data for analysis. These were developed on the basis of an initial review of some 100 questionnaires. Although multiple

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*A priority of placements was used to control the removal of duplicates; in order, these were: (1) Specialists; (2) Random sample names; (3) Non-random sample names.

TABLE III-12. SCREENING QUESTIONNAIRE (Q1) MAILINGS AND RETURNS BY SAMPLING UNITS

Sampling Units	Number Mailed	Number Returned
RANDOM SAMPLE		
State Agencies and Institutions		
Connecticut	177	103 (58%)
Florida	180	94 (52%)
Indiana	162	101 (62%)
Kansas	173	106 (61%)
Maryland	179	99 (55%)
Texas	174	95 (55%)
Utah	176	105 (60%)
Washington	173	95 (55%)
USOE-Supported Research Facilities	190	136 (72%)
RANDOM SAMPLE TOTALS	1584	934 (59%)
NON-RANDOM SAMPLE		
ERIC Clearinghouses		
Adult Education CH	88	53 (60%)
Disadvantaged CH	175	83 (47%)
Early Childhood CH	167	100 (60%)
Educ. Management CH	192	115 (60%)
Media/Technology CH	154	110 (71%)
Higher Education CH	88	64 (73%)
Junior Colleges CH	121	95 (79%)
Languages/Linguistics CH	118	85 (72%)
Library/Info. Sciences CH	136	80 (59%)
Reading CH	76	55 (72%)
Rural/Small Schools CH	180	142 (79%)
Science/Mathematics CH	185	131 (71%)
Social Science CH	93	55 (59%)
Teacher Education CH	195	127 (65%)
English CH	98	60 (61%)
Tests/Measurement CH	100	69 (69%)
Vocational/Technical CH	193	114 (59%)
Local Educational Information Centers		
Bay Area Information Center (Redwood City, California)	50	33 (66%)
Information Retrieval Center (Boulder, Colorado)	42	32 (76%)
Merrimack Educational Center (Chelmsford, Massachusetts)	48	32 (67%)
RISE Center (Conshohocken, Pennsylvania)	50	37 (74%)
State Educational Information Centers		
Florida	30	23 (77%)
Oregon	48	40 (83%)
Texas	29	20 (69%)
Utah	52	41 (79%)
Requesters of Documents (in Product Sample) from ERIC Clearinghouses	265	187 (71%)
Purchasers of Documents (in Product Sample) from ERIC Document Reproduction Service	135	96 (71%)
NON RANDOM SAMPLE TOTALS	3108	2079 (67%)
TOTALS FOR BOTH SAMPLES	4692	3013 (64%)

responses had been invited in the first two questions--concerning setting and role/function--the decision was made to simplify the characterization of the respondent population by matching one setting with the single principal role/function. In cases where the respondent's principle role was not indicated by the checkmarks, the staff selected that role which appeared to have the highest "information stress." For example, in a "researcher"/"professor" combination, the "researcher" would be selected. In the case of the "principal"/"supervisor of instruction," the "principal" would be selected.

All responses were accepted for the third question, in which a respondent was asked to check each of his major interest areas and to circle the one representing his principal interest. If more than one interest area was circled, or none, selections were not made by the staff; for these respondents, no one major area is represented in the file.

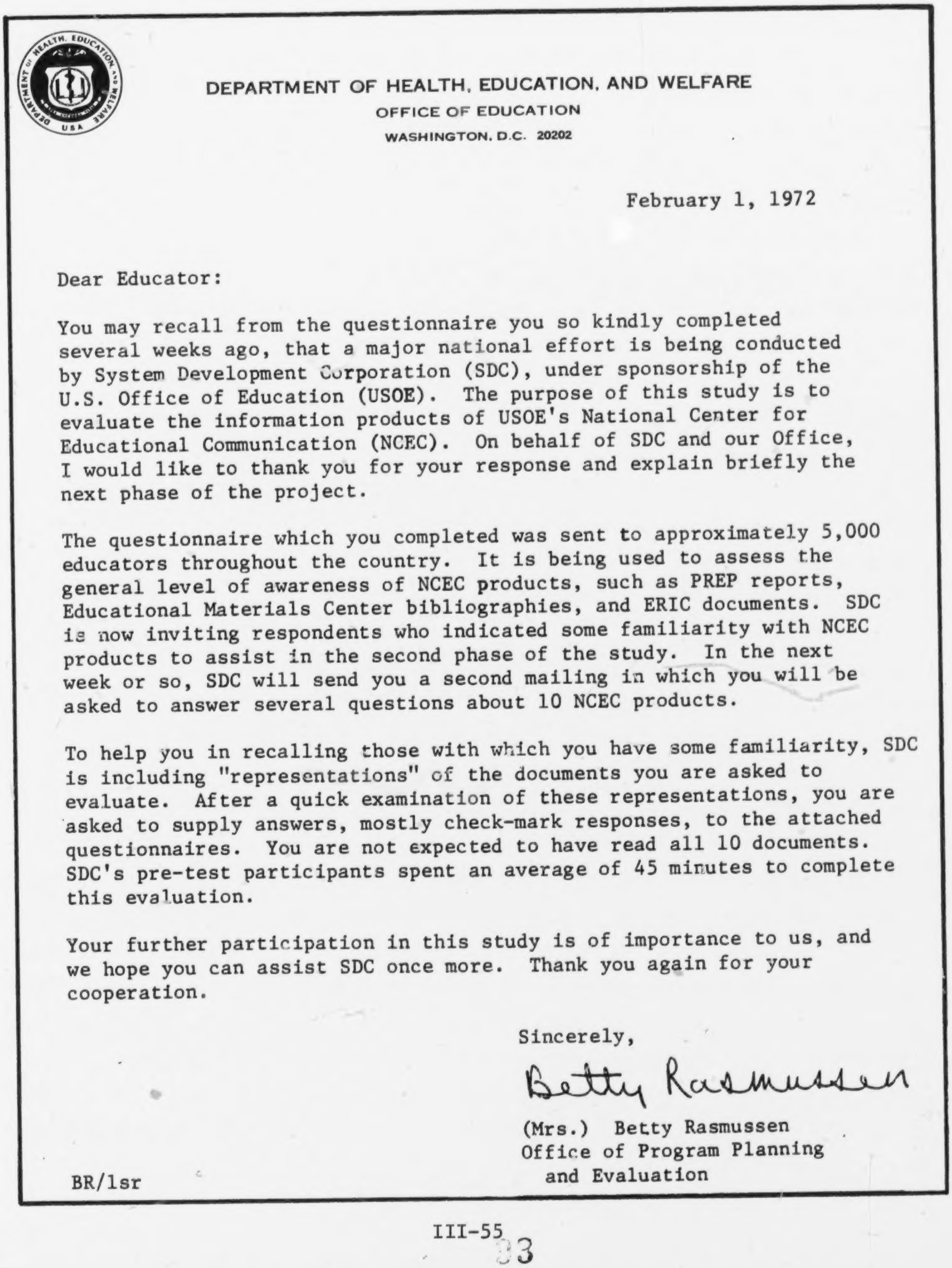
The fourth question, the key familiarity question, required no special editing. If a respondent checked more than one column for a particular unit, the assumption was made that the first check was more accurate.

Letters of appreciation for cooperation were sent to all Q1 respondents from the USOE Project Officer. These letters also served as an "alert" for the second-phase survey, discussed next. The letter to users is shown in Exhibit III-4.

2. EVALUATION QUESTIONNAIRE SURVEY--PHASE 2

Selection of Product Evaluators. In preparation for mailing the User Evaluation Questionnaires (Q2 and Q3), responses to the Screening Questionnaire were checked in and sorted as users and non-users. Users had indicated reading/skimming products from at least one NCEC unit; non-users had not. (The question of general familiarity among respondents is addressed in Chapter V.) At the outset of the study, it was assumed that approximately one out of four respondents to Q1 would have read/skimmed products. The high number of user returns prior to any followup--approximately 1,800--was surprising and

EXHIBIT III-4. FOLLOWUP LETTER FROM USOE PROJECT OFFICER TO USER RESPONDENTS OF Q1



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

February 1, 1972

Dear Educator:

You may recall from the questionnaire you so kindly completed several weeks ago, that a major national effort is being conducted by System Development Corporation (SDC), under sponsorship of the U.S. Office of Education (USOE). The purpose of this study is to evaluate the information products of USOE's National Center for Educational Communication (NCEC). On behalf of SDC and our Office, I would like to thank you for your response and explain briefly the next phase of the project.

The questionnaire which you completed was sent to approximately 5,000 educators throughout the country. It is being used to assess the general level of awareness of NCEC products, such as PREP reports, Educational Materials Center bibliographies, and ERIC documents. SDC is now inviting respondents who indicated some familiarity with NCEC products to assist in the second phase of the study. In the next week or so, SDC will send you a second mailing in which you will be asked to answer several questions about 10 NCEC products.

To help you in recalling those with which you have some familiarity, SDC is including "representations" of the documents you are asked to evaluate. After a quick examination of these representations, you are asked to supply answers, mostly check-mark responses, to the attached questionnaires. You are not expected to have read all 10 documents. SDC's pre-test participants spent an average of 45 minutes to complete this evaluation.

Your further participation in this study is of importance to us, and we hope you can assist SDC once more. Thank you again for your cooperation.

Sincerely,

Betty Rasmussen

(Mrs.) Betty Rasmussen
Office of Program Planning
and Evaluation

BR/lsr

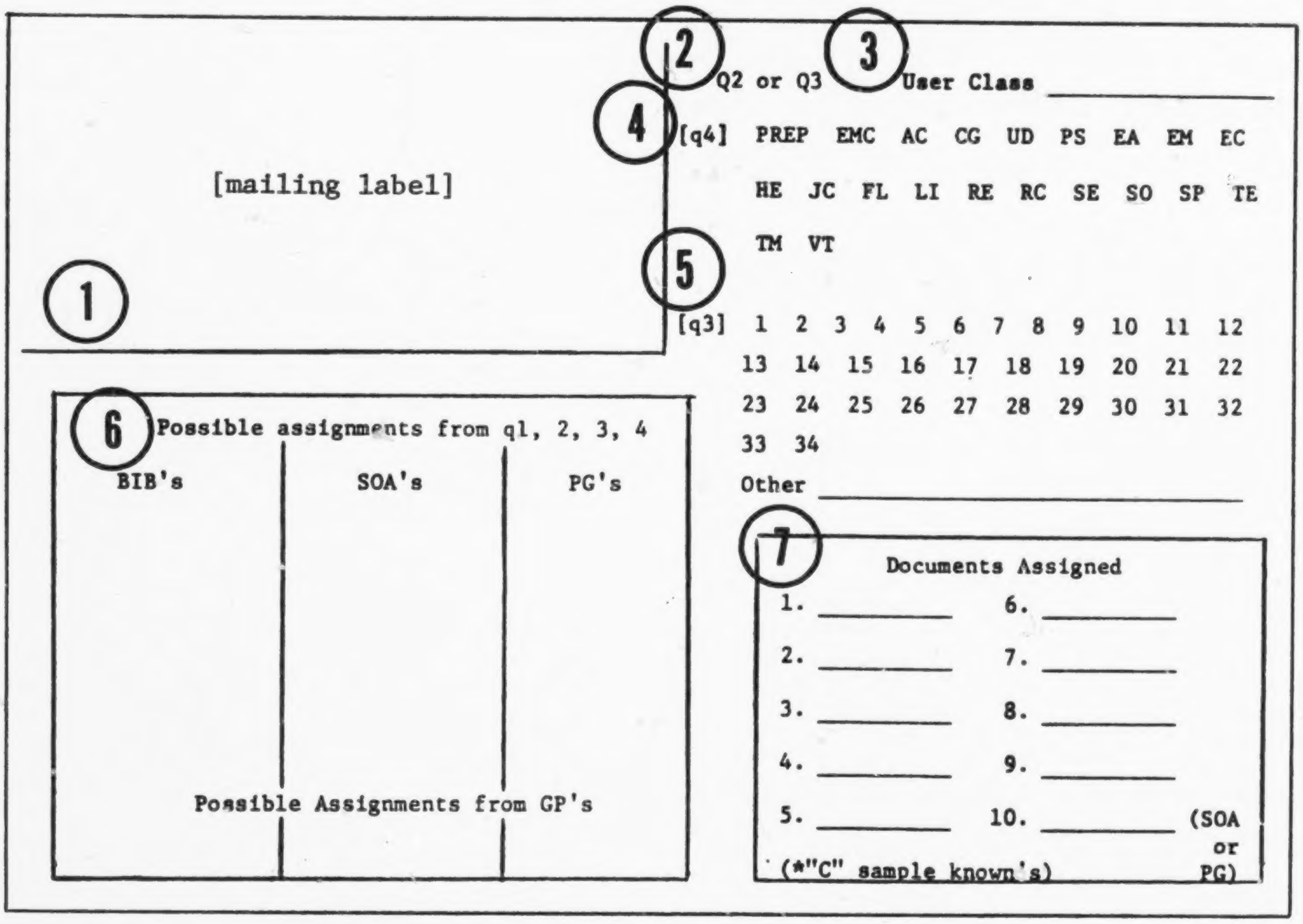
permitted us to increase significantly the number of evaluation questionnaire mailings. User Evaluation Questionnaires were mailed to all 1,837 user respondents to the first-wave mailing (i.e., prior to any followup mailing) of the Screening Questionnaire. This number far exceeded the originally anticipated 875 mailings and helped to increase the likelihood of identifying readers of specific documents in the product sample.

Because the number of non-user respondents was small, it was decided that all 361 (again, excluding followup return respondents), not the originally planned subsample, would be surveyed for their potential interest. One exception to this decision was a group of approximately 75 respondents whose names were obtained from clearinghouse lists or EDRS, but who indicated that they had no familiarity with products of any NCEC units. Although this kind of anomaly is not particularly surprising, it was felt that direct contact with these individuals might have clarified their responses. For example, it is possible that some of these respondents were not those actually sampled, but instead, were unidentified successors to individuals on the mailing lists. Since this type of followup was not possible within time contraints of the project, this group was not included in the evaluation survey.

Document Assignment Process. The initial review of some 100 Q1 returns suggested the need to reconsider the methodology that had been planned for assigning documents: members of the project's Advisory Board were to be convened for purposes of creating general user-group packages (i.e., a document set, to be used for each possible user group). The first Q1 returns indicated that interest areas and prior familiarity with a particular (related) NCEC unit did not always correlate, nor did either or both responses in these areas match expectations for given user groups. Since the extent of these exceptions was not known, a decision was made to individualize the document assignment process, using a process very much like selective dissemination of information.

To support this assignment process, two tools (shown in Exhibits III-5 and III-6) were developed: 1) a Respondent Card, and 2) a Document Card. Each Respondent Card contained information transcribed from the Q1 returns concerning interest

EXHIBIT III-5. A RESPONDENT CARD FOR DOCUMENT ASSIGNMENT PROCEDURE



[mailing label] ①

② Q2 or Q3 ③ User Class ______

④ [q4] PREP EMC AC CG UD PS EA EM EC
HE JC FL LI RE RC SE SO SP TE
TM VT

⑤ [q3] 1 2 3 4 5 6 7 8 9 10 11 12
13 14 15 16 17 18 19 20 21 22
23 24 25 26 27 28 29 30 31 32
33 34
Other ______

⑥ Possible assignments from q1, 2, 3, 4

BIB's	SOA's	PG's

Possible Assignments from GP's

⑦ Documents Assigned

1. ______ 6. ______
2. ______ 7. ______
3. ______ 8. ______
4. ______ 9. ______
5. ______ 10. ______ (SOA or PG)

(*"C" sample known's)

Description of Elements:

1. Mailing Label: pre-printed mailing labels, which included the user's code, were affixed.

2. Q2 or Q3: was circled to indicate which questionnaire respondent was to receive.

3. User Class: staff-assigned general audience category from responses to questions 1 and 2.

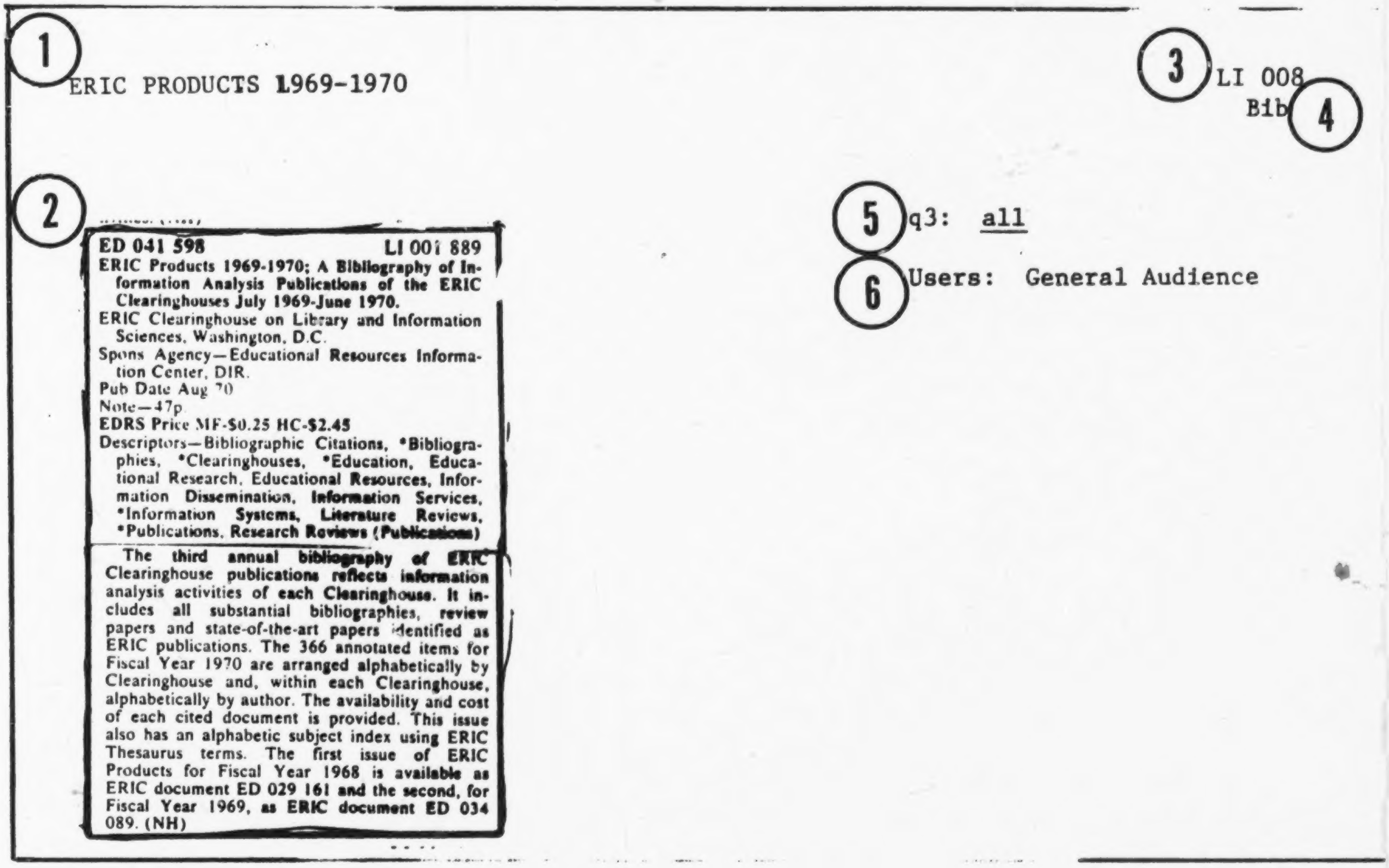
4. [q4]: listing of NCEC units in order from Q1; for "user" respondents, "read/skimmed" responses were circled. (These responses were "starting points" for the Q2 document assignment process.)

5. [q3]: numbers representing areas of interest from question 3; respondents' answers were circled. (These were secondary clues for "user" respondents, and the primary clue for "non-users".)

6. "Possible Assignments" box: used by staff to note document code numbers of possible assignments, by product type. GP assignments were taken from "general interest" document group.

7. "Documents Assigned" box: used to note document codes, with bibliographies listed first and marked (B). Asterisks were used to indicate documents that a respondent was known to have requested (from clearinghouses) or purchased (from EDRS). [This part of the card became the record for packaging each respondent's Q2 or Q3.]

EXHIBIT III-6. A DOCUMENT CARD FOR DOCUMENT ASSIGNMENT PROCEDURE



① ERIC PRODUCTS 1969-1970

③ LI 008
Bib ④

②

ED 041 598 **LI 001 889**

ERIC Products 1969-1970; A Bibliography of Information Analysis Publications of the ERIC Clearinghouses July 1969-June 1970.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—Educational Resources Information Center, DIR.

Pub Date Aug 70

Note—47p.

EDRS Price MF-$0.25 HC-$2.45

Descriptors—Bibliographic Citations, *Bibliographies, *Clearinghouses, *Education, Educational Research, Educational Resources, Information Dissemination, Information Services, *Information Systems, Literature Reviews, *Publications, Research Reviews (Publications)

The third annual bibliography of ERIC Clearinghouse publications reflects information analysis activities of each Clearinghouse. It includes all substantial bibliographies, review papers and state-of-the-art papers identified as ERIC publications. The 366 annotated items for Fiscal Year 1970 are arranged alphabetically by Clearinghouse and, within each Clearinghouse, alphabetically by author. The availability and cost of each cited document is provided. This issue also has an alphabetic subject index using ERIC Thesaurus terms. The first issue of ERIC Products for Fiscal Year 1968 is available as ERIC document ED 029 161 and the second, for Fiscal Year 1969, as ERIC document ED 034 089. (NH)

⑤ q3: all

⑥ Users: General Audience

Description of Elements:

1. Brief title
2. Abstract from Research In Education
3. SDC-assigned code number
4. Product-type class
5. q3: interest areas from question 3 that were appropriate descriptors for the document. [In this case, the document was felt to be relevant to all respondents' interest areas.]
6. Users: listing of general audiences. [This bibliography was one selected for the "general interest" group of documents.]

areas and NCEC units with which respondents had indicated previous awareness. (These cards were also used as the control file for Q2/Q3 mailings.) Document Cards were created for each document in the product sample and contained the full abstract from Research In Education, numbers representing appropriate descriptors from the 34 interest areas listed in the third question of Q1, and an indication of the intended audiences. Document Cards were placed in two types of files, one organized by NCEC unit and the other, by each of the 34 interest areas. For users--those who were likely product readers--the 10 documents to be assigned* were selected in the following manner:

1. Each Respondent Card and the respondent's Q1 return were studied to help in identifying the most appropriate documents from the clearinghouses or NCEC units that had been checked.
2. Document Cards for each of these units were drawn and reviewed for potential relevance. Document codes were written on the Respondent Card, with some special notation by those considered potentially most relevant or appropriate.
3. If more than 10 documents were identified, the most relevant were selected or a random selection was made.
4. If fewer than 10 documents had been identified at this point, the range of possible candidates was increased by identifying documents from other-than-checked NCEC units. (These documents were included for potential interest evaluation, since the likelihood was slight that they would have been read.)
5. As a last recourse for completing the package of 10 documents, selections were made from a group of 12 general interest documents, such as ERIC Products 1969-1970.

Although there were similarities in the packages developed for the various users, the differences in respondents' combinations of interests resulted in truly individualized packages.

One group, the information intermediaries, presented an interesting set of assignment decision points. In many cases, these respondents checked all 34 interest areas. The approach in developing packages for these individuals was to identify documents seemingly relevant to their own professional growth or interest (e.g., in Library and Information Sciences) and those materials which were reference-type materials. For example, with a school librarian, Bibliographies and Practical Guidance Papers that appeared to be sources of intructional materials were often selected.

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*The procedure for assigning documents to non-users was the same, beginning at Step 4.

Examples of the documents assigned for a few selected respondents are shown in Table III-13. User Profile columns illustrate responses to each question in Q1. The last column represents SDC code numbers for documents assigned.

Mailings/Returns. A total of 1,837 survey participants included in the Q2/Q3 mailings translated into a total of 18,370 questionnaires, since each respondent received a total of 10 different questionnaires with document representations attached individually to each. The Respondent Card described earlier served as the record for this production effort of identifying correct document representations for each respondent's package. (Each document representation, as shown in Appendix D, included the SDC-assigned document code.)

A complete mailing package consisted of a cover letter, 10 questionaires--each coded and sequentially numbered--and a pre-paid return envelope. A postcard was used for the followup mailing. Returns to this mailing by samples and user groups are shown in Tables III-14 and III-15. Although no control was exerted over the composition of the Q2/Q3 mailings by user groups, the tables have been developed to reflect this information in order to identify the contributers to the 68 percent and 71 percent return rates.

Editing and Keypunching. Of the 1,559 questionnaire packages returned, 43 were not included in the data analysis because identifying data (i.e., respondent code), had been removed or there was evidence that an individual other than the survey participant had completed the questionnaires. The questionnaire returns for 1,251 (Q2) and 255 (Q3) respondents were keypunched and entered in the evaluation data file for analysis. In some instances, the full 10 evaluations for each respondent could not be included

TABLE III-13. EXAMPLES OF DOCUMENTS ASSIGNED TO SELECTED RESPONDENTS

User Profiles (from Q1 data)				Documents Assigned
q. 1 (Setting)	q. 2 (Role/function)	q. 3 (Interest Areas)	q. 4 (Products Read/Skimmed)	Code/Numbers (*=successful matches with a product reader)
State Education Agency [from Random Sample]	Program Specialist	English Compensatory Educ. Curriculum Devel. Early Childhood Educ. Instructional Mat. Reading Sec. Educ. Elem. Educ. Teacher Educ.	PREP EMC RE TE	1. RE004 2. RE017 3. BB002 4. TE008* 5. TE011* 6. RE002* 7. RE005* 8. TE023 9. TE033* 10. PP002*
Elem. School [from Random Sample]	Teacher	Elem. Educ. Reading Tests and Measurements	FL	1. FL004 2. RE004* 3. RE017* 4. FL016 5. FL019 6. RE005* 7. FL012 8. FL022 9. RE002* 10. PP002
School District Central Office [from Non-Random Sample]	Associate Superintendent	Curriculum Devel. Compensatory Educ. Early Childhood Educ. Elem. Educ. R & D Sec. Educ.	PREP CG PS EM EC LI RE SP TM	1. EC018* 2. SP032* 3. RE032* 4. EM004* 5. RE005* 6. SP003* 7. TM001* 8. PP016* 9. PP012* 10. PP002*
Other: Adult Education [from Non-Random Sample]	Teacher	Early Childhood Educ. Adult & Continuing Education Adult Basic Educ. Psychological Serv.	EMC	1. BB004 2. PS007 3. AC006 4. PS005 5. AC009 6. PS012 7. AC018 8. AC020 9. AC022 10. AC027
College/University [from Non-Random Sample]	Media Coordinator or instructional technology specialist	Adult Education Curriculum Devel. Educational Media & Technology Higher Educ. Instructional Mat. Teacher Educ.	EMC EM HE	1. EM001 2. EM016 3. BB005 4. EM004 5. EM011 6. HE011 7. HE020 8. SP008 9. SP002* 10. SP032

TABLE III-14. USER EVALUATION QUESTIONNAIRE (Q2) MAILINGS AND RETURNS BY USER GROUPS AND BY SAMPLES

	RANDOM SAMPLE		NON-RANDOM SAMPLE		TOTALS	
	Mailed	Returned	Mailed	Returned	Mailed	Returned
Reading Specialist	10	5 (50%)	23	17 (74%)	33	22 (67%)
Special Educator	9	0 (0%)	33	23 (70%)	42	23 (55%)
Vocational Educator	8	2 (25%)	37	28 (76%)	45	30 (67%)
Supervisor of Instruction	10	4 (40%)	54	37 (69%)	64	41 (64%)
Counselor, Psychologist	25	15 (60%)	51	33 (65%)	76	48 (63%)
Researcher	72	45 (63%)	140	101 (72%)	212	146 (69%)
Instr. Resources Specialist	38	25 (66%)	161	123 (76%)	199	148 (74%)
Program Specialist	82	55 (67%)	216	152 (70%)	298	207 (69%)
Principal, Asst. Principal	20	14 (70%)	67	44 (66%)	87	58 (67%)
Elementary Teacher	14	8 (57%)	24	17 (71%)	38	25 (66%)
Secondary Teacher	25	11 (44%)	55	45 (82%)	80	56 (70%)
College Professor	27	12 (44%)	334	229 (69%)	361	241 (67%)
College Administrator	13	8 (62%)	88	65 (74%)	101	73 (72%)
Superintendent, Asst. Super.	15	11 (73%)	63	45 (71%)	78	56 (72%)
Other Admin. Position	12	5 (42%)	30	21 (70%)	42	26 (62%)
Unclassified	6	2 (33%)	75	49 (65%)	81	51 (63%)
TOTALS	386	222 (58%)	1451	1029 (71%)	1837	1251 (68%)

TABLE III-15. NON-USER EVALUATION QUESTIONNAIRE (Q3) MAILINGS AND RETURNS BY USER GROUPS AND BY SAMPLES.

	RANDOM SAMPLE		NON-RANDOM SAMPLE		TOTALS	
	Mailed	Returned	Mailed	Returned	Mailed	Returned
Reading Specialist	8	7 (88%)	3	1 (33%)	11	8 (73%)
Special Educator	6	4 (67%)	1	1 (100%)	7	5 (71%)
Vocational Educator	14	9 (64%)	1	0 (0%)	15	9 (60%)
Supervisor of Instruction	5	4 (80%)	0	0 (0%)	5	4 (80%)
Counselor, Psychologist	22	12 (55%)	5	3 (60%)	27	15 (56%)
Researcher	18	11 (61%)	5	3 (60%)	23	14 (61%)
Instr. Resources Specialist	24	15 (63%)	8	7 (88%)	32	22 (69%)
Program Specialist	21	16 (76%)	13	10 (77%)	34	26 (76%)
Principal, Asst. Principal	15	12 (80%)	5	4 (80%)	20	16 (80%)
Elementary Teacher	23	17 (74%)	3	3 (100%)	26	20 (77%)
Secondary Teacher	60	49 (82%)	18	11 (61%)	78	60 (77%)
College Professor	20	13 (65%)	15	11 (73%)	35	24 (69%)
College Administrator	13	9 (69%)	2	2 (100%)	15	11 (73%)
Superintendent, Asst. Super.	3	3 (100%)	4	3 (75%)	7	6 (88%)
Other Admin. Position	6	3 (50%)	6	2 (33%)	12	5 (42%)
Unclassified	9	6 (67%)	5	4 (80%)	14	10 (71%)
TOTALS	267	190 (71%)	94	65 (69%)	361	255 (71%)

because some questionnaires were unusable. Of the total of 12,510 questionnaires, only 57 of the returned questionnaires (distributed over that many respondents) were lost to the sample because of packaging errors such as the inclusion of wrong or duplicate document representations or unanswered questionnaires.

Responses to the User Evaluation Questionnaire required a minimum of editing. One typical problem was multiple responses to a single-response question, e.g. the respondent who indicated that a document was "relevant" (now) but "somewhat irrelevant" (formerly). In these cases, the more positive response was taken.

The final question concerning respondents' willingness to be product evaluators in future evaluations was hand tallied. Responses to open-ended questions and general comments were recorded and are reported in Volume II of this report.

F. THE SPECIALISTS' SURVEY

Each of the 242 specialists was contacted initially by mail with the letter shown in Exhibit III-7. This introduction to the request for their participation was followed up by a telephone call from one of the project staff members. Upon receiving an indication of the specialists' willingness to participate, staff members then discussed the appropriateness of the subject areas from which documents had been assigned. Each specialist was notified that $15, a token honorarium, would be paid for each evaluation.

The results, from point of contact through return, are traced in Table III-16.

TABLE III-16. CONTACTS AND RETURNS FOR THE SPECIALISTS' SURVEY (Q4)

• Contacts	
Specialists willing to participate	203
Specialists unwilling to participate	22
Specialists who could not be located by telephone	17
• Returns	
Specialists who did not return questionnaires	9
Specialists who disqualified themselves from evaluating one or more documents assigned	13
Specialists returning completed evaluations	194

To the extent possible, substitute evaluators were found (among participants and those not selected originally) to cover the "lost" document assignments. The high return figure also resulted from several prompting efforts, by followup postcard and telephone calls. This number of participants translates into two evaluations for 26 documents and three evaluations for 127 documents.*

It is necessary to recall that document assignments were made at the time specialists were sampled. However, some changes in these initial assignments

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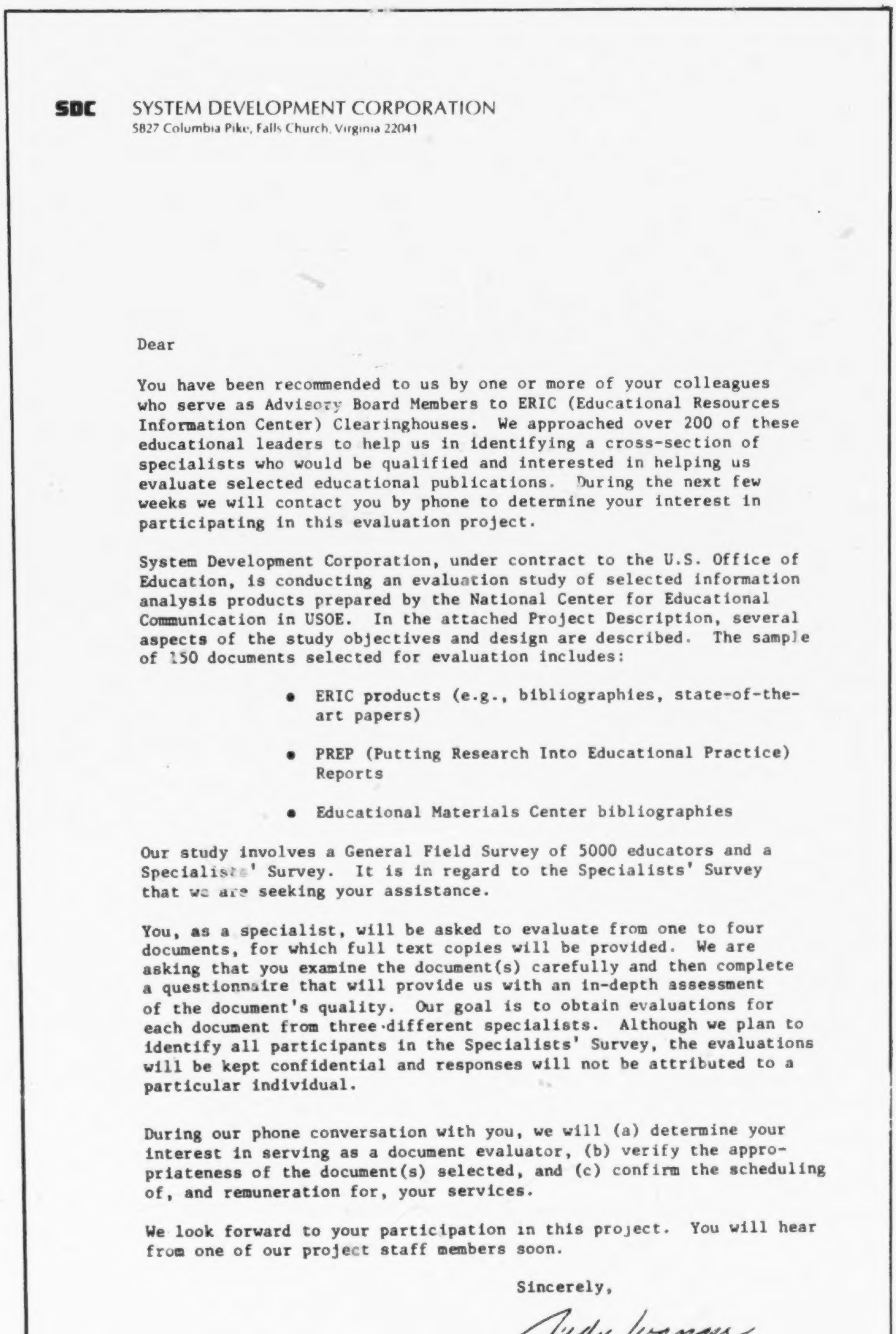
*This total is greater than 146 because, for the Specialists' Survey, parts of two different documents were treated as separate volumes. The four separate PREP reports on Treating Reading Difficulties were evaluated separately, as were the five individual chapters (each of which represented a state-of-the-art paper in a different area) of Social and Technological Changes: Implications for Education.

EXHIBIT III-7. LETTER OF INVITATION TO SPECIALISTS (in reduced form)



SDC SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

Dear

You have been recommended to us by one or more of your colleagues who serve as Advisory Board Members to ERIC (Educational Resources Information Center) Clearinghouses. We approached over 200 of these educational leaders to help us in identifying a cross-section of specialists who would be qualified and interested in helping us evaluate selected educational publications. During the next few weeks we will contact you by phone to determine your interest in participating in this evaluation project.

System Development Corporation, under contract to the U.S. Office of Education, is conducting an evaluation study of selected information analysis products prepared by the National Center for Educational Communication in USOE. In the attached Project Description, several aspects of the study objectives and design are described. The sample of 150 documents selected for evaluation includes:

- ERIC products (e.g., bibliographies, state-of-the-art papers)
- PREP (Putting Research Into Educational Practice) Reports
- Educational Materials Center bibliographies

Our study involves a General Field Survey of 5000 educators and a Specialists' Survey. It is in regard to the Specialists' Survey that we are seeking your assistance.

You, as a specialist, will be asked to evaluate from one to four documents, for which full text copies will be provided. We are asking that you examine the document(s) carefully and then complete a questionnaire that will provide us with an in-depth assessment of the document's quality. Our goal is to obtain evaluations for each document from three different specialists. Although we plan to identify all participants in the Specialists' Survey, the evaluations will be kept confidential and responses will not be attributed to a particular individual.

During our phone conversation with you, we will (a) determine your interest in serving as a document evaluator, (b) verify the appropriateness of the document(s) selected, and (c) confirm the scheduling of, and remuneration for, your services.

We look forward to your participation in this project. You will hear from one of our project staff members soon.

Sincerely,

Judy Wanger

Judith Wanger
Project Director
NCEC Product Evaluation Project

JW/lsr

Enclosure

were required, based on information provided in conversations with specialists and in instances where "willing participants" were assigned additional documents that had been originally assigned to those indicating an unwillingness to participate.

Most specialists reviewed two or three documents, some reviewed one, and one, as many as seven. Complete mailing packages consisted of cover letters, questionnaires for document, the full text of documents (either an EDRS hard copy or an SDC-produced photocopy), a remuneration form, and a pre-paid return envelope. Sample copies of each form are presented in Appendix D.

Specialists returns were tabulated manually. The richest data from the questionnaires were in the free-form responses, into which the specialists put a great deal of thought and effort. Their responses are summarized in Volume II of this report.

IV
RESPONDENTS

IV. DESCRIPTION OF THE RESPONDENT POPULATIONS

Background information on survey respondents of the General Field Survey was collected only once, through the Screening Questionnaire (Q1). The level of detail was minimal, but sufficient to characterize respondents and to identify their interests for purposes of assigning documents in the Evaluation Questionnaire Survey. These variables were carried forward for respondents participating in the Evaluation Questionnaire Survey.

Three different respondent populations of the General Field Survey are described throughout Section A of this chapter. They are:

- Screening Questionnaire (Q1) Respondents in the random and non-random samples
- User Evaluation Questionnaire (Q2) Respondents in the random and non-random samples. (These respondents are referred to as users since they indicated in their Q1 return that they had read or skimmed products from at least one NCEC unit.)
- Non-user Evaluation Questionnaire (Q3) Respondents in the random and non-random samples. (These respondents are referred to as non-users since they indicated no prior familiarity with NCEC products, or that they had only heard about them.)

The random and non-random samples* are reported separately in each table so that comparisons between these two groups can be made. The dual approach in sampling is an important element in the objective of developing a recommended procedure for identifying future product evaluators, and comparisons of their representations of the educational community are quite instructive. However, for the later analysis and reporting of evaluation data (in Chapter VII) from the User and Non-user Evaluation Questionnaires, the two samples are combined. (The rationale for this decision is discussed in Chapter VI.)

Background information concerning respondents to the Specialists' Survey was obtained from a special form attached to the survey instrument. They were asked only to provide their institutional affiliation and position.

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* For a review on the composition of these two groups, see Appendix G, Glossary of Terms.

A. GENERAL FIELD SURVEY RESPONDENT POPULATIONS

Three of the four items on the Screening Questionnaire were structured to obtain data on the respondents' work settings, roles or functions in the educational community, and subject areas of interest. Complete questionnaire items are contained in Appendix D; the stems of the three questions pertinent to this discussion are repeated here for reference:

- In what institutional setting are you working? (Check as many as apply.)
- What is your main professional role or function in the educational community? (If you have a dual assignment, please identify your principal role by placing a "1" before the single applicable item below and a "2" before the secondary role.
- Which of the following areas represent your major professional interests? (Check as many as apply.) Please circle the one area that represents your principal professional interest.

The distributions of responses to these questions among the Screening Questionnaire Respondent Population, and later among Evaluation Questionnaire respondents, are described below.

1. SCREENING SURVEY (Q1) RESPONDENTS

Background Variables. As reported in Chapter III, multiple responses to the first two questions were eliminated through an editing process. The single most appropriate setting was selected to match the principal role or function identified by the respondent. (For cases in which respondents did not indicate a "principal" role among several, the staff selected roles which appeared to carry higher "information stress.")

The respondent population size (3,013) was too small to allow the mapping of responses to the two questions on setting and role/function onto a matrix. In most cases, the size of the population at each reasonable intersection (e.g., elementary school with reading specialist) was inadequate to support any stable percentaging. Therefore, Tables IV-1 and IV-2 separately report responses by work setting and by role/function.

TABLE IV-1. WORK SETTINGS OF SCREENING SURVEY (Q2) RESPONDENTS BY SAMPLES

SETTINGS	RANDOM SAMPLE [N=934]		NON-RANDOM SAMPLE [N=2,079]		TOTALS [N=3,013]	
	No.	%	No.	%	No.	%
Elementary School	137	(15%)	175	(8%)	312	(10%)
Junior High/ Middle School	119	(13%)	75	(4%)	194	(6%)
Senior/Vocational High School	147	(16%)	164	(8%)	311	(10%)
Junior College/ Community College	70	(8%)	147	(7%)	217	(7%)
Four-Year College/ University	159	(17%)	772	(37%)	931	(31%)
School District Central Office	60	(6%)	260	(12%)	320	(11%)
State Department of Education	165	(18%)	207	(10%)	372	(12%)
Non-Profit Organization	59	(6%)	73	(4%)	132	(4%)
Other Settings	18	(2%)	206	(10%)	224	(7%)

The distribution of respondents by work settings is given in Table IV-1. Within the random sample, the distribution of respondents in the first seven settings closely parallels the proportions of the originally sampled population. Although a detailed analysis of non-respondents was not performed, the proportionality shown in this and subsequent tables (plus the evidence of comparable return rates for each sampling unit) suggests that no major biases are present in this population.

Comparison of the distributions between samples shows selected cases of under- and over-representations. For example, in the four-year college and university setting, 37 percent in the non-random sample far exceeds the 17 percent in the random sample; this difference may actually be even greater because the 17 percent no doubt includes some USOE-supported facility researchers who reported their settings as universities rather than non-profit organizations.

On the other hand, the 20 percent representation of local school personnel (elementary, junior, and senior high school) in the non-random sample is only half that in the random sample (44 percent). This is not entirely surprising, given the relatively greater information-use patterns of university personnel and the more direct link of clearinghouses to universities.

The relatively high number of non-random sample respondents in "Other Settings" reflects a range in both educational and non-educational settings that was not targeted in the sampling units selected for identifying the random sample population. Illustrative of these "Other Settings" are: state or local government agencies, state prisons, hospitals, public libraries, adult education facilities, and industries.

The data in Table IV-2 show that differences in roles/functions between the two samples are not nearly as striking as for work setting. The large number of university-based respondents is most likely distributed among several categories, and those in professor/researcher roles often chose the former as their principal role. Despite this, the relatively low percentage of researchers in the non-random sample contradicts some widely-held assumptions

TABLE IV-2. ROLES/FUNCTIONS OF SCREENING SURVEY (Q2) RESPONDENTS BY SAMPLES

ROLES/FUNCTIONS	RANDOM SAMPLE [N=934]		NON-RANDOM SAMPLE [N=2,079]		TOTALS [N=3,013]	
	No.	%	No.	%	No.	%
Teacher/ Professor	331	(35%)	695	(33%)	1026	(34%)
Reading Specialist	21	(2%)	38	(2%)	59	(2%)
Superintendent/ Asst. Super.	27	(3%)	100	(5%)	127	(4%)
President/ Vice Pres./Dean	22	(2%)	112	(5%)	134	(4%)
Principal/Asst. Principal	56	(6%)	106	(5%)	162	(5%)
Supervisor of Instruction	25	(3%)	76	(4%)	101	(3%)
Personnel/Counselor/ Psychologist	67	(7%)	82	(4%)	149	(5%)
Program Specialist/ Consultant	128	(14%)	294	(14%)	422	(14%)
Librarian/Media Specialist	89	(10%)	234	(11%)	323	(11%)
Researcher/R&D Staff Member	115	(12%)	166	(8%)	281	(9%)
Other Admin. Roles/Functions	40	(4%)	105	(5%)	145	(5%)
Other Roles/Functions	13	(1%)	71	(4%)	84	(3%)

concerning the characteristics of ERIC users and the composition of mailing lists. The seemingly low response from counselors/student personnel workers (non-random sample) is attributable to the unavailability of a mailing list from the ERIC Clearinghouse on Counseling and Personnel Services for this study.

User Typology. Further analyses of the Screening Questionnaire were performed separately against each of these background variables; the results are contained in tables in Appendix F. However, to allow further analyses by user group and not against two different background variables, a typology was created from the two basic respondent characteristics--work setting and role/function.

The derivation of this typology is shown in Table IV-3. The first eight user groups were created as special-interest groups, regardless of setting. The remaining groups are setting-specific. For example, the category and number of Reading Specialists is the same as shown in Table IV-2; this is also true with Supervisors, Counselors, Researchers, Instructional Resources Specialists, and Program Specialists. Special Educator and Vocational Educator groups were created from respondents who indicated a primary interest (from question 3 in Q1) in one of these two priority areas. In the bottom half of the table, roles are directly linked to settings; for example, the respondents in the Teacher/Professor category from Table IV-2 are, in the typology, represented in one of several setting-specific teaching roles (e.g., elementary, secondary, etc.) unless they are included in one of the earlier "specialist" categories. If a respondent could be classified in two or more typology categories, a choice was made in favor of the category believed to be a more specific professional role.

Interests. An overview of the range of interests* reported by the two sample groups is displayed in Table IV-4. For reporting purposes, the one principal response circled by each respondent is designated "Major"; multiple responses

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* The rationale for selecting these particular interest areas is discussed in Chapter III.

TABLE IV-3. DERIVATION OF GENERAL USER TYPOLOGY

GENERAL USER GROUP	RESPONSES TO QUESTIONS IN SCREENING QUESTIONNAIRE (Q1)	RANDOM SAMPLE [N=934]	NON-RANDOM SAMPLE [N=2079]
Reading Specialists	"Reading specialist"	21 (2%)	38 (2%)
Special Educators	Principal interest in special education	30 (3%)	39 (2%)
Vocational Educators	Principal interest in vocational education	44 (5%)	39 (2%)
Supervisors of Instruction	"Supervisor of instruction"	23 (3%)	76 (4%)
Counselors, etc.	"Student personnel worker or guidance counselor," "psychologist"	67 (7%)	82 (4%)
Researchers	"Researcher or R&D staff member"	115 (12%)	166 (8%)
Instructional Resources Spec.	"Librarian, etc.," and "media coordinator, etc."	89 (10%)	234 (11%)
Program Specialists	"Program specialist, consultant or coordinator"	128 (14%)	294 (14%)
Principals in Elem./Sec. Settings	All Elem./Sec. settings and "principal, asst. principal"	51 (5%)	100 (5%)
Elementary Teachers	Elementary and Preschool settings and "teacher"	55 (6%)	51 (2%)
Secondary Teachers	Secondary settings and "teacher"	138 (15%)	102 (5%)
College Professors	College settings and "professor"	70 (7%)	463 (22%)
College Administrators	College settings and "president," "dean," or "other administrative position"	34 (4%)	136 (7%)
Superintendents	School district and state department settings and "Superintendent, asst. superintendent"	25 (3%)	98 (5%)
Other LEA-SEA Admin. Positions	School district and state department settings and "other administrative position"	23 (2%)	40 (2%)
Otherwise Unclassified	Includes "school board members" and "others" in question 2	19 (2%)	121 (6%)

(all other areas checked) referred to as "Other." As substantiated by the tabulated data, two patterns are particularly evident: 1) a fairly even and comparable distribution of "Major" interests throughout both samples, and 2) a greater breadth of "Other" interests in the non-random sample.

The lack of "Major" interest in eight areas in one or both samples is not viewed as a deficiency in the sample. Most of these categories represent special populations or environments that, as secondary interest areas, are subsumed in an individual's overall function. The representation of random sample respondents having major interest in Fine Arts is a result of sampling parameters intended to draw some unintended audiences into the study; no one clearinghouse directly covers this area.

The highest percentages of "Other" interests for both samples are in Curriculum Development and Instructional Materials. Research/Development falls fourth in order of frequency for the non-random sample. Although the questionnaire did not provide for a respondent's coordinating terms to express his interests (i.e., I am interested in curriculum development relative to elementary science), the order of highest percentages suggests some priority in respondents' needs or preferences in subject treatment. For example, it appears that information for curriculum development is of more interest than research development.

Patterns by user groups for both "Major" and "Other" interests are displayed in Tables IV-5 and IV-6, respectively.

Percentages in Table IV-5 do not total 100 percent across a row for each sample group (R for random and N for non-random) because some respondents failed to indicate a single major interest area. In the random sample, only 90 percent of the Reading Specialist respondents is included; in the non-random sample, only 73 percent of this group is included. Because of the way in which the typology was created, two groups--Special Educators and Vocational Educators--correlate 100 percent with the direct matches in major interest areas.

TABLE IV-4. INTERESTS--"MAJOR" AND "OTHER"--OF SCREENING SURVEY (Q1) RESPONDENTS BY SAMPLES

INTERESTS	RANDOM [N=934]		NON-RANDOM [N=2079]	
	Percent Major	Percent Other	Percent Major	Percent Other
Adult/Continuing Educ.	1%	12%	2%	21%
Adult Basic Educ.	0	7	0	9
American Indian Educ.	0	5	0	6
Bilingual Educ.	0	6	0	11
Compensatory Educ.	0	7	1	15
Counseling/Personnel	7	12	3	14
Curriculum Development	2	28	4	44
Early Childhood Educ.	2	16	4	21
Educ. Administration	7	15	8	27
Media/Technology	2	15	3	26
Elementary Educ.	7	21	3	26
English/Language Arts	2	11	2	14
Ethnic/Minority Educ.	0	15	1	22
Exceptional Children	5	12	3	17
Fine Arts	3	6	0	8
Health/Safety/Driver Educ.	1	6	1	6
Higher Educ.	2	12	5	22
Home Economics	1	2	1	5
Instructional Materials	1	23	1	35
Junior Colleges	1	9	2	14
Languages/Linguistics	1	6	4	11
Library/Info. Sciences	6	7	6	13
Mathematics Educ.	2	8	1	11
Physical Educ.	2	5	0	6
Psychological Services	1	8	1	13
Reading	3	18	3	20
Research/Development	3	18	4	30
Rural/Small Schools	0	5	0	9
Science Educ.	3	8	2	12
Secondary Educ.	2	21	1	25
Social Science Educ.	4	9	2	14
Teacher Educ.	1	21	6	34
Tests/Measurement	3	21	2	29
Vocational/Technical	6	13	4	18
Other Interests	3	3	3	5

	Adult/ Continuing Educ.		Adult Basic Educ.		American Indian Educ.		Bilingual Educ.		Compensatory Educ.		Counseling/ Personnel		Curriculum Development		Early Childhood Educ.		Educational Administration		Media/ Technology		Elementary Educ.		Engl
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R
Reading Specialist									0	6											10	0	
Special Educator																							
Vocational Educator																							
Supervisor of Instruction	4	0							4	1			4	17	0	4	0	5	4	1	16	4	0
Counselor, Psychologist	0	1									70	45			0	2	0	4	0	8			
Researcher	1	1					1	0			2	1	5	1	5	4	6	4	1	2	0	1	2
Instructional Resources Specialist													0	1	1	0	0	2	10	16	4	3	0
Program Specialist	2	4	1	0			0	1	2	3	7	3	5	8	2	5	2	6	4	3	2	2	5
Principal, Asst. Principal	0	1			0	1					0	2	4	11	0	11	39	25			27	17	
Elementary Teacher					0	2					2	0	2	4	11	23	0	4			66	28	0
Secondary Teacher					0	1	0	4	0	1	2	0	1	3	1	0	2	0	1	1	1	1	9
College Professor	1	2									0	3	0	2	0	5	7	4	3	2	1	2	1
College Administrator	6	4							0	1	6	3	3	4	0	1	15	11			0	1	0
Superintendent, Asst. Super.					0	1							4	18	0	1	80	43			0	2	
Other Admin. Position	9	5					4	0	0	2			4	5			26	20	4	5	4	5	

TABL

al/ Technology		Elementary Educ.		English/ Language Arts		Ethnic/ Minority Educ.		Exceptional Children		Fine Arts		Health/Safety/ Driver Educ.		Higher Educ.		Home Economics		Instructional Materials		Junior Colleges		Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		
R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R
		10	0																													8
								100	100																							
	1	16	4	0	5	0	1	8	1	8	1	0	1			4	3			0	1	4	12			0	4	4	0			
	8							0	4					1	2					0	6									3	12	
	2	0	1	2	0	1	1	0	1	2	0			3	7	0	1	1	0	1	4	3	0	0	4					0	2	
	16	4	3	0	1	0	1	2	1					0	2			7	6			1	0	64	38							
	3	2	2	5	2	1	1	8	4	5	0	4	0	0	3	1	1	2	2	1	1	2	2	1	1	3	0	2	0	1	0	
		27	17													0	1	0	1													
		66	28	0	4					0	2			0	2									0	2			0	2			
	1	1	1	9	10					6	1	1	1	1	0	6	2					2	25			9	1	7	1	1	1	
	2	1	2	1	2	0	1			3	0	1	0	7	9	0	2			0	2	4	7	0	3	1	2	7	0	4	1	
		0	1	0	1	0	1			3	0			24	18			3	1	18	10	0	1	0	1					0	1	
		0	2																													
	5	4	5			0	2							0	2			9	0					0	2					4	0	

TABLE IV-5. "MAJOR" INTERESTS OF SCREENING SURVEY (Q1) RESPONDENTS BY USER GROUPS AND SAMPLES (IN PERCENTAGES).

Mathematics Educ.		Physical Educ.		Psychological Services		Reading		Research/ Development		Rural/Small Schools		Science Educ.		Secondary Educ.		Social Science Educ.		Teacher Educ.		Tests/ Measurement		Vocational/ Technical		Other Interests	
R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
						80	64											0	3						
																						100	100		
0	4	4	0			4	5	0	1			0	4	4	3	4	1	0	4			8	1		
				3	12													1	1	0	2	4	1	3	1
				0	2	2	1	20	27	1	0	1	1	0	1			3	4	12	9	3	4	6	4
																0	1	0	3			0	1	0	2
3	0	2	0	1	0	2	2	0	1	1	1	6	2	1	0	5	2	2	5	4	3	2	8	2	4
						0	2							12	5	0	1	0	2					0	1
		0	2			7	9									0	4								
9	1	7	1	1	1	1	1	0	1			10	10	5	3	20	19	0	1	0	1			1	1
1	2	7	0	4	1	4	5	1	2			4	5	1	2	3	2	4	14	6	2			14	4
				0	1			0	3			0	2			0	3	0	10					9	1
						0	1	0	7	4	0	0	1	0	2					0	1				
				4	0			0	2									9	2	0	2			4	10

	Adult/ Continuing Educ.		Adult Basic Educ.		American Indian Educ.		Bilingual Educ.		mpensatory Educ.		Counseling/ Personnel		Curriculum Development		Early Child-hood Educ.		Educational Administration		Media/ Technology		Elementary Educ.		English/ Langu	
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
Reading Specialist	5	17	5	3	0	6	0	8	0	17	5	11	15	31	35	42	5	6	15	11	75	61	20	25
Special Educator	7	0	3	13	3	0	3	8	3	33	7	21	10	18	17	38	7	26	10	23	30	31	3	10
Vocational Educator	32	36	11	18	2	5	7	3	0	5	5	8	23	49	0	0	9	41	9	13	2	0	0	0
Supervisor of Instruction	12	17	8	3	4	4	12	13	16	16	4	3	72	67	28	34	40	38	16	34	24	37	12	20
Counselor, Psychologist	9	18	7	5	1	6	3	10	9	11	21	38	16	28	16	20	15	24	1	10	18	13	3	2
Researcher	10	18	10	7	7	4	10	10	10	19	15	16	30	36	18	23	23	34	17	27	26	18	10	8
Instructional Resources Specialist	11	26	6	12	6	11	3	13	2	15	8	14	22	44	13	21	3	22	42	49	26	25	19	21
Program Specialist	12	23	6	13	7	11	11	13	15	17	12	15	52	46	22	21	16	33	16	22	32	27	7	16
Principal, Asst. Principal	10	9	8	2	2	6	4	8	6	8	24	22	41	59	20	26	37	38	18	20	16	38	14	20
Elementary Teacher	0	11	2	4	4	6	4	19	2	9	4	6	7	28	34	19	0	9	4	15	25	45	20	15
Secondary Teacher	10	7	5	1	3	6	4	15	1	4	7	7	15	47	3	1	6	13	6	23	1	6	15	7
College Professor	11	21	3	8	1	5	1	8	7	12	11	6	26	44	11	16	7	16	14	20	16	24	13	11
College Administrator	26	29	12	8	9	4	12	4	9	12	21	17	32	40	9	12	41	41	24	26	3	15	9	9
Superintendent, Asst. Super.	20	15	12	14	12	1	8	15	16	26	24	27	44	57	32	35	12	45	24	40	48	54	16	29
Other Admin. Position	17	27	9	30	13	10	13	25	13	32	26	35	22	52	13	42	30	42	13	42	17	40	9	32

ish/ Langua ation		Media/ Technology	Elementary Educ.		English/ Language Arts		Ethnic/ Minority Educ.		Exceptional Children		Fine Arts		Health/Safety/ Driver Educ.		Higher Educ.		Home Economics		Instructional Materials		Junior Colleges		Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		
		N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R
5	5	11	75	61	20	25	0	14	10	44	5	0	0	3	0	6	0	0	15	25	0	8	5	17	0	8	5	0	0	0	5
0	0	23	30	31	3	10	10	23	0	0	10	0	3	0	13	3	0	5	7	23	7	0	3	13	0	5	3	3	3	0	10
0	[illegible]	13	2	0	0	0	0	8	0	5	0	3	9	3	7	23	0	5	20	28	23	33	0	3	0	5	9	0	2	0	0
0	6	34	24	37	12	20	24	29	12	14	0	16	4	11	8	9	4	3	40	50	4	4	8	17	4	14	8	13	4	7	4
2	1	10	18	13	3	2	19	22	28	32	4	2	3	1	18	30	0	2	6	12	19	21	0	1	0	2	4	2	3	1	40
8	7	27	26	18	10	8	20	17	6	16	5	4	3	3	17	23	3	3	20	23	9	19	10	5	10	17	10	9	2	3	10
21	2	49	26	25	19	21	16	24	11	21	7	17	3	13	13	25	2	12	49	57	8	19	7	17	20	36	3	20	2	15	4
16	6	22	32	27	7	16	17	29	12	17	6	9	7	4	9	17	1	5	30	37	7	14	9	13	6	11	8	12	5	5	9
20	8	20	16	38	14	20	16	19	22	23	16	16	12	6	4	5	10	6	35	39	2	3	10	5	16	13	18	14	16	13	8
15	4	15	25	45	20	15	11	32	14	21	9	15	2	8	0	4	0	2	11	30	0	0	4	15	4	8	18	19	5	8	0
7	6	23	1	6	15	7	10	17	9	5	6	6	9	4	4	5	3	0	12	34	1	4	8	12	0	5	5	6	7	2	1
11	4	20	16	24	13	11	14	19	10	11	4	2	6	2	31	34	0	2	24	32	23	15	4	7	9	5	6	6	4	1	4
9	4	26	3	15	9	9	21	18	3	10	6	8	3	5	47	44	3	4	18	29	24	22	0	9	15	14	3	11	3	8	6
29	4	40	48	54	16	29	16	27	24	26	16	17	12	16	8	5	12	14	24	40	4	1	8	19	12	21	20	24	12	19	24
32	13	42	17	40	9	32	26	20	26	35	9	25	13	20	13	15	4	22	17	32	4	13	13	32	4	27	17	35	9	25	9

TABLE IV-6. "OTHER" INTERESTS OF SCREENING SURVEY (Q1) RESPONDENTS BY USE GROUPS AND SAMPLES (IN PERCENTAGES).

Languages/ Linguistics	Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		Reading		Research/ Development		Rural/Small Schools		Science Educ.		Secondary Educ.		Social Science Educ.		Teacher Educ.		Tests/ Measurement		Vocational/ Technical		Other Interests	
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
17	0	8	5	0	0	0	5	25	20	33	10	17	5	3	5	0	10	8	5	0	15	31	35	44	0	0	0	6
13	0	5	3	3	3	0	10	33	23	31	7	31	7	8	0	3	13	3	0	0	17	46	17	38	7	18	3	3
3	0	5	9	0	2	0	0	3	2	5	5	18	0	13	0	0	25	33	2	0	7	41	5	26	0	0	5	8
17	4	14	8	13	4	7	4	9	20	25	16	22	12	4	8	12	24	30	12	16	28	46	20	42	20	12	8	3
1	0	2	4	2	3	1	40	55	7	16	7	43	0	6	1	2	10	17	7	4	6	16	49	59	19	37	0	5
5	10	17	10	9	2	3	10	16	13	16	60	49	7	12	9	7	22	19	10	9	30	23	34	45	15	22	5	7
17	20	36	3	20	2	15	4	13	34	30	6	27	3	14	6	19	13	27	12	22	15	34	7	20	8	24	0	5
13	6	11	8	12	5	5	9	14	12	17	21	33	8	9	5	13	27	31	5	14	33	33	27	27	14	18	5	8
5	16	13	18	14	16	13	8	14	41	37	12	25	0	6	22	18	27	20	20	19	25	31	20	32	16	9	2	2
15	4	8	18	19	5	8	0	6	52	40	0	6	5	8	14	19	0	0	16	19	11	19	9	6	0	2	0	8
12	0	5	5	6	7	2	1	4	9	9	2	12	3	2	7	11	31	55	9	8	10	16	9	16	13	3	2	3
7	9	5	6	6	4	1	4	6	11	12	30	29	0	5	6	8	20	21	7	11	40	46	19	24	20	13	6	5
9	15	14	3	11	3	8	6	9	12	15	21	28	3	7	9	15	3	17	6	11	18	31	21	28	24	27	3	3
19	12	21	20	24	12	19	24	20	24	39	24	38	8	14	16	23	44	43	12	31	32	34	36	44	16	33	4	6
32	4	27	17	35	9	25	9	22	22	42	30	45	13	30	17	30	26	47	17	22	30	47	30	45	17	47	0	5

In Table IV-5, the reported interests provide further insight into the composition of the respondent population. Assuming that in most cases major interest areas relate directly to roles/functions or setting levels, the data contain no major surprises. For Secondary Teachers, there is evidence that foreign language teachers are a particularly well-represented group in the non-random sample, as are the social science/social studies teachers in both samples. The majority of respondents in the Instructional Resources Specialist group report major interest in Library and Information Sciences, rather than in Media and Technology, thereby clarifying the composition of this particular group.

In Table IV-6, the totals are over 100 percent because of multiple responses by most respondents. Entries in larger print represent percentages, in either one or both samples, showing user group interest of 25 percent or more. The spread or narrowness of interests seems to match reasonably well the homogeneity or heterogeneity of the user groups. Furthermore, within each interest area there is no discernable pattern of "zero user-group interest," even in such areas as Fine Arts. It should be recognized, however, that some of this breadth of interest is probably attributable to roles/functions beyond those implied in the user group designations. For example, the percentages of secondary teachers interested in educational administration may reflect responses from graduate students or from teachers whose goals include educational administration.

The breadth of differences between samples is most strikingly characterized in the interest index shown below. Distributions into three levels were made on the basis of numbers of interest areas checked by each respondent (including the one circled area of major interest). The low index level includes respondents with two or fewer interest areas; medium, three to six interest areas; and high, seven or more interest areas. These cutoff points create the following distribution in each sample group:

Interest Index	Random [N=934]	Non-Random [N=2,079]
Low	285 (31%)	364 (18%)
Medium	447 (48%)	906 (43%)
High	202 (22%)	809 (39%)

The two samples do not appear sufficiently dissimilar in their backgrounds to suggest differences in information needs stemming from roles/functions (except for the larger number of professors). If we continue to assume that the non-random sample is more "hooked in" to the educational information dissemination system, then some reasons for these differences might be formulated. It could be that greater degree of contact with information sources is in itself a "need-creating" force. That is, the awareness and use of information may lead users into peripheral and/or related areas of reading. (In Chapter V, Table V-1, it is noted that the non-random sample is also "more aware" of products from different NCEC units than is the random sample.) The non-random sample could also be more accustomed to expressing interests in a variety of ways in order to retrieve required information. Less frequent information users may, on the other hand, relate the terminology of their interests more directly, and simply, to that of their roles/functions.

Respondents' Comments. More insight into a respondent population is often obtained through their responses to free-form questions and volunteered comments. In general, Q1 respondents were liberal in supplying unsolicited comments relative to ERIC, and to the NCEC products as a whole. The following comments are samples of compliments taken verbatim from letters or notes attached to returned questionnaires:

- I could not effectively function without ERIC/Adult Education.
- I am very interested in this report; feel teachers need to know and use these resources.
- From the insert I have learned of reports that will be useful to me. Thanks for sending me this questionnaire.
- I wish I were aware of these (products).
- Would like to know much more about these.
- It seems to me that all of them are very useful and interesting, regret that I have not seen or read any of them.
- Use two clearinghouses' products constantly. . .and EDRS.

- All are very helpful in performance of my tasks. . .thanks very much.
- I am so unaware I suspect you of withholding information to keep me in ignorance.

There were those that were less favorable, such as:

- The clearinghouses don't send me ERIC materials and I have written repeatedly.
- I ordered "Introduction to ERIC" and felt the filmstrip/record were not very good.
- We have made an attempt to be included on ERIC dissemination material lists but have not been successful.
- Permit me to make a suggestion: have GPO publish documents. $3.50 is too much for hard copy of 6-15 page document and microfilm is not practical. Unless price is reduced, the products will collect dust on shelves.

The questionnaire, particularly its color insert, prompted requests from survey participants for more information. Some 200 respondents requested copies of documents shown in the color inserts. Others asked to be included on mailing lists, or desired general information on product availability. Interestingly, most of the requests were made by respondents who were already familiar with at least one NCEC unit. A general information sheet, prepared by NCEC for this study, was forwarded to these requesters.

2. EVALUATION SURVEY (Q2 AND Q3) RESPONDENTS

The typology created for the Q1 respondents was retained for the Q2 and Q3 respondent file because no further request for background information was included in the second-phase Evaluation Questionnaire.

User Evaluation Respondents. It should be recalled that Q2 was mailed to 1,837 respondents who reported having read/skimmed NCEC products from one or more NCEC units (as detailed in Chapter III). The original questionnaire mailings represented a non-random to random ratio of approximately four to one; returns increased that ratio to five to one. By user group, the proportions for the total population of Q2 respondents (both samples combined) remained remarkably stable (see Table IV-7). The percentage remained the same in six cases, increased in five, and decreased in five. The most significant decrease noted was in the Secondary Teacher category.

Non-user Evaluation Survey Respondents. All user groups are represented in the total respondent population of non-users as shown in Table IV-8. The composition of this population is generally proportionate to that of the User group (Table IV-7) with some few exceptions. Secondary Teachers comprise the largest group (24 percent) of non-users, but are among the least represented in the user population.

The ratio between samples is an artifact of the way in which survey participants were selected. The random sample of non-users identified in the Screening Questionnaire was almost three times that for the non-random sample.

TABLE IV-7. DESCRIPTION OF USER EVALUATION SURVEY (Q2) RESPONDENTS BY USER GROUPS AND BY SAMPLES.

USER GROUPS	RANDOM SAMPLE [N=222]		NON-RANDOM SAMPLE [N=1029]		TOTAL [N=1251]	
Reading Specialist	5	(2%)	17	(2%)	22	(2%)
Special Educator	0	(0%)	23	(2%)	23	(2%)
Vocational Educator	2	(1%)	28	(3%)	30	(2%)
Supervisor of Instruction	4	(2%)	37	(4%)	41	(3%)
Counselor, Psychologist	15	(7%)	33	(3%)	48	(4%)
Researcher	45	(20%)	101	(10%)	146	(12%)
Instr. Resources Specialist	25	(11%)	123	(12%)	148	(12%)
Program Specialist	55	(25%)	152	(15%)	207	(17%)
Principal, Asst. Principal	14	(6%)	44	(4%)	58	(5%)
Elementary Teacher	8	(4%)	17	(2%)	25	(2%)
Secondary Teacher	11	(5%)	45	(4%)	56	(4%)
College Professor	12	(5%)	229	(22%)	241	(19%)
College Administrator	8	(4%)	65	(6%)	73	(6%)
Superintendent, Asst. Super.	11	(5%)	45	(4%)	56	(4%)
Other Admin. Position	5	(2%)	21	(2%)	26	(2%)
Unclassified	2	(1%)	49	(5%)	51	(4%)

TABLE IV-8. DESCRIPTION OF NON-USER EVALUATION SURVEY (Q3) RESPONDENTS BY USER GROUPS AND BY SAMPLES

USER GROUPS	RANDOM SAMPLE [N=190]		NON-RANDOM SAMPLE [N=65]		TOTAL [N=255]	
Reading Specialist	7	(4%)	1	(2%)	8	(3%)
Special Educator	4	(2%)	1	(2%)	5	(2%)
Vocational Educator	9	(5%)	0	(0%)	9	(4%)
Supervisor of Instruction	4	(2%)	-	-	4	(2%)
Counselor, Psychologist	12	(6%)	3	(5%)	15	(6%)
Researcher	11	(6%)	3	(5%)	14	(5%)
Instr. Resources Specialist	15	(8%)	7	(11%)	22	(9%)
Program Specialist	16	(8%)	10	(15%)	26	(10%)
Principal, Asst. Principal	12	(6%)	4	(6%)	16	(6%)
Elementary Teacher	17	(9%)	3	(5%)	20	(8%)
Secondary Teacher	49	(26%)	11	(17%)	60	(24%)
College Professor	13	(7%)	11	(17%)	24	(9%)
College Administrator	9	(5%)	2	(3%)	11	(4%)
Superintendent, Asst. Super.	3	(2%)	3	(5%)	6	(2%)
Other Admin. Position	3	(2%)	2	(3%)	5	(2%)
Unclassified	6	(3%)	4	(6%)	10	(4%)

B. SPECIALISTS' SURVEY RESPONDENT POPULATION

Specialists were requested to supply information regarding their institutional affiliation and position. Setting and role/function categories used to classify Specialists were essentially the same as those for the General Field Survey, as shown in Table IV-9.

Of the 194 responding Specialists, 117 (60 percent) are associated with four-year colleges or universities. This exceptionally high, but not particularly surprising proportion is due to the method used in identifying Specialists. Of the 94 responding ERIC Clearinghouse Advisory Board members--who nominated specialists--institutional affiliations could be identified for 89; of these, approximately 50 percent are affiliated with four-year colleges or universities. The inclusion of 22 percent from local and state settings is particularly encouraging.

TABLE IV-9. DESCRIPTION OF SPECIALISTS' SURVEY RESPONDENTS BY SETTING AND ROLE/FUNCTION

ELEMENTARY SCHOOL -- Principal		5
JUNIOR HIGH SCHOOL -- Assistant Principal		1
SENIOR HIGH SCHOOL		
	Teacher	5
	Assistant Principal	1
	Director	1
SCHOOL DISTRICT CENTRAL OFFICE		
	Supervisor of Instruction	1
	Consultant	1
	Director/Coordinator	6
COUNTY SCHOOL SYSTEM -- Teacher		2
STATE DEPARTMENT OF EDUCATION		
	Assistant Superintendent	2
	Program Specialist/ Consultant/Coordinator	9
	Director/Assistant Director	9
JUNIOR/COMMUNITY COLLEGE		
	President	1
	Academic Dean	2
	Director	1
	Other Administrator	1
FOUR-YEAR COLLEGE/UNIVERSITY		
	Professor	90
	Academic Dean	4
	Student Personnel Worker	1
	Consultant/Coordinator	5
	Librarian	2
	Researcher	2
	Director/Assistant Director	12
	Other Administrator	1
FEDERAL/STATE GOVERNMENT AGENCY		
	Program Specialist	3
	Director	1
NON-PROFIT ORGANIZATION/PROFESSIONAL SOCIETY OR ASSOCIATION		
	President	2
	Program Specialist	1
	Researcher	4
	Director/Assistant Director	10
	Other	1
COMMERCIAL ORGANIZATION		
	Other Administrator	1
OTHER		6

Total = 194

V
FAMILIARITY WITH PRODUCTS

V. SURVEY FINDINGS ON RESPONDENTS' FAMILIARITY WITH NCEC INFORMATION ANALYSIS PRODUCTS

The survey findings address the question of respondents' familiarity with NCEC products in two ways: 1) at a general level, from Screening Questionnaire Survey data, and 2) at a product-specific level, from the Evaluation Survey data. Interpretation of the data is particularly difficult because there are no baseline data or agreed-upon statements of expectations against which the findings can be compared. The first two sections present the findings of the General Field Survey, and in the final section, descriptive information concerning announcement and distribution strategies used with the products are reported and discussed.

A. RESPONDENTS' GENERAL FAMILIARITY WITH PRODUCTS

The Screening Questionnaire (Q1) was designed to identify potential product evaluators, and it served as a source of data on respondents' general familiarity with NCEC information analysis products. The key screening item was: "Prior to receiving this questionnaire, had you seen or read an information product prepared by any one of these NCEC units?" For each NCEC unit or product group (i.e., ERIC Clearinghouses or PREP reports or EMC bibliographies), three response choices were provided:

- I have read or skimmed
- I am aware of, but have not read or skimmed
- I am not aware of

Background information on the products, acronyms of the originating units, sponsoring agencies, institutional locations, and the color insert of sample products, were provided as additional recall stimuli.

An overview of the results, by NCEC unit, is displayed in Table V-1. Percentages total over 100 because most respondents are represented more than one time in either or both columns, i.e., they might have read or skimmed products from one or more units but only heard about products from others. (These same respondents are also included in the response percentages for the "no awareness" choice, not shown in this table.)

TABLE V-1. PERCENTAGE OF PHASE 1 RESPONDENTS (GENERAL FIELD SURVEY) BY SAMPLE GROUPS, WHO REPORT HAVING READ/SKIMMED OR HEARD ABOUT NCEC PRODUCTS.

	RANDOM [N=934]		NON-RANDOM [N=2079]	
	Percent Read/Skimmed	Percent Heard About	Percent Read/Skimmed	Percent Heard About
PREP Reports	13%	12%	20%	13%
EMC Bibliographies	21	18	41	17
Adult Education CH	7	18	17	25
Counseling/Personnel CH	8	18	16	24
Disadvantaged CH	9	17	25	21
Early Childhood CH	12	19	23	23
Educ. Management CH	9	16	21	20
Media/Technology CH	11	16	26	20
Exceptional Children CH	12	17	16	24
Higher Education CH	7	15	16	23
Junior Colleges CH	5	14	14	19
Languages/Linguistics CH	5	15	13	22
Library/Info. Sciences CH	6	17	17	22
Reading CH	9	17	21	20
Rural/Small Schools CH	4	14	15	19
Science/Mathematics CH	5	16	13	21
Social Science CH	5	18	15	21
Teacher Education CH	10	16	22	21
English CH	9	17	16	24
Tests/Measurement CH	16	21	22	25
Vocational/Technical CH	10	16	20	21

Percentages displayed in this table represent 72 percent of the total random sample population and 94 percent of the non-random sample. Therefore, 2,626 respondents, or 87 percent of the total population of 3,013, report some familiarity with at least one NCEC unit. As expected, the non-random sample is "more aware," with percentages in the read/skimmed column, on the average, approximately 10 points higher and, in one case, as great as 20 points higher than those for the random sample.

Typically, survey participants' responses to this question represent some combination of all three response choices. To characterize this response pattern, a "familiarity index" was created to illustrate the differing levels of awareness. A scale from one to three was used for each of the choice points: 1 point, for "no awareness"; 2, for "awareness"; and 3, for "read/skimmed". A maximum of 63 points was possible, representing a respondent who had read or skimmed products from all 21 NCEC units and product groups. Cutoff points were established to create three levels of awareness: low, 21 points (i.e., no awareness); medium, 22 to 29 points; and high, 30 or more points. Table V-2 displays the distribution of respondents in this index and demonstrates again that the non-random sample is considerably "more aware" that the random-sample population.

TABLE V-2. SUMMARY INDEX OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS' FAMILIARITY WITH NCEC PRODUCTS

	RANDOM SAMPLE [N=934]	NON-RANDOM SAMPLE [N=2,079]
Low	263 (28%)	123 (6%)
Medium	381 (41%)	874 (42%)
High	290 (31%)	1,082 (52%)

Table V-3 displays percentages of respondents, by user group, who reported "read/skimmed" familiarity with products from each NCEC unit/product group. For example, 20 percent of Reading Specialists in the random sample (the R column), and 25 percent in the non-random sample (the N column), reported "read/skimmed" familiarity with PREP reports.

TABLE V-3. P
G

	PREP Reports		EMC Bibliographies		Adult Education CH		Counseling/ Personnel CH		Disadvantaged CH		Early Childhood CH		Educational Management CH		Media/ Technology CH		Exceptional Children CH		Higher Education CH		Junior Colleges CH		Languages/ Linguisti		
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R
Reading Specialist	20	25	20	28	5	3	0	8	5	25	25	19	0	3	10	14	10	11	0	3	0	8	5	0	15
Special Educator	7	8	27	51	3	8	13	15	13	36	17	49	0	8	10	28	50	67	0	3	0	0	3	5	7
Vocational Educator	7	10	7	38	2	23	5	3	7	15	0	0	5	13	9	18	2	3	7	5	11	21	0	0	2
Supervisor of Instruction	8	25	20	43	4	8	0	7	0	26	12	24	8	14	8	28	12	13	8	7	4	8	8	28	4
Counselor, Psychologist	7	4	16	20	7	9	31	50	10	37	6	17	7	0	9	12	12	13	4	11	6	17	0	2	0
Researcher	25	34	36	33	17	22	9	25	21	34	23	34	30	39	19	28	10	23	13	30	11	27	8	15	5
Instructional Resources Specialist	4	24	30	48	9	26	8	24	9	32	12	31	3	29	27	59	12	30	12	25	6	23	8	24	22
Program Specialist	30	24	31	49	5	20	13	18	17	28	17	22	8	19	12	25	21	17	2	15	4	15	5	11	9
Principal, Asst. Principal	8	24	8	44	8	12	10	8	2	19	20	31	0	23	4	18	10	10	4	3	0	2	0	4	2
Elementary Teacher	4	11	7	26	0	6	0	6	4	19	11	25	0	2	0	9	16	13	2	2	2	0	5	11	4
Secondary Teacher	2	6	9	24	1	2	0	2	3	2	0	1	1	2	1	10	1	2	1	2	0	1	4	25	1
College Professor	6	11	21	43	4	15	4	12	7	21	10	21	7	17	11	22	11	11	11	18	7	14	6	13	6
College Administrator	9	21	12	43	18	26	12	16	0	26	9	18	24	26	18	23	6	11	26	32	24	27	3	8	3
Superintendent, Asst. Super.	44	47	48	46	16	14	16	18	4	24	24	27	48	45	16	19	16	19	4	10	4	5	8	8	12
Other Admin. Position	17	47	26	42	17	22	9	17	17	20	22	22	22	30	9	32	13	17	13	7	4	5	9	13	4

TABLE V-3. PERCENTAGES OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS, BY USER GROUP AND SAMPLES, WHO REPORT HAVING READ/SKIMMED PRODUCTS

edia/ Technology CH	Exceptional Children CH		Higher Education CH		Junior Colleges CH		Languages/ Linguistics CH		Library/Info. Sciences CH		Reading CH		Rural/Small Schools CH		Science/ Mathematics CH		Social Science CH		Teacher Education CH		English CH		Tests/ Measurement CH		Vocational/ Technical CH	
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
14	10	11	0	3	0	8	5	0	15	6	20	58	0	6	0	3	0	6	15	8	15	22	10	19	0	3
28	50	67	0	3	0	0	3	5	7	0	7	0	0	10	0	0	0	3	10	21	0	13	10	36	3	10
18	2	3	7	5	11	21	0	0	2	3	2	5	0	18	0	3	2	3	11	8	2	3	5	10	36	77
28	12	13	8	7	4	8	8	28	4	9	4	20	0	13	4	13	8	12	12	12	4	18	8	16	12	13
12	12	13	4	11	6	17	0	2	0	1	1	7	1	10	0	1	3	1	3	7	4	1	16	28	9	10
28	10	23	13	30	11	27	8	15	5	25	19	30	17	22	7	19	9	23	17	27	14	17	35	45	22	36
59	12	30	12	25	6	23	8	24	22	57	9	31	2	22	2	23	3	27	10	25	12	31	9	22	4	23
25	21	17	2	15	4	15	5	11	9	13	9	19	5	12	14	14	8	15	9	17	9	15	23	22	9	27
18	10	10	4	3	0	2	0	4	2	9	14	25	2	12	6	11	6	14	6	16	14	18	10	21	8	7
9	16	13	2	2	2	0	5	11	4	9	9	23	0	17	2	15	2	8	5	17	7	17	5	15	0	4
10	1	2	1	2	0	1	4	25	1	4	4	5	0	4	3	10	4	10	4	4	9	10	6	6	2	0
22	11	11	11	18	7	14	6	13	6	10	11	17	3	16	4	15	4	14	20	34	9	13	21	19	9	16
23	6	11	26	32	24	27	3	8	3	12	6	15	0	9	3	10	6	14	21	34	9	12	21	18	12	21
19	16	19	4	10	4	5	8	8	12	12	16	32	12	18	8	13	4	16	12	14	8	23	32	24	12	21
32	13	17	13	7	4	5	9	13	4	13	9	22	4	25	17	15	9	17	22	35	9	17	22	25	17	25

There are several ways to study this table, including tracing across, by user group, to the NCEC unit or product that a given group might be expected to know or by tracing down each unit or product group to note the relative representation of different user groups. It is also interesting to contrast the percentages in this table with those in the "interest" tables (Tables IV-4 and IV-5) in the previous chapter. For example, 25 percent of the Secondary Teachers (in the non-random sample) expressed "major" interest in languages and linguistics, and the same percentage reported having read or skimmed products from the Languages and Linguistics Clearinghouse. With Superintendents, 80 percent of the random sample expressed "major" interest in educational administration, but 48 percent reported having read or skimmed products from the Educational Management Clearinghouse.

These percentages are particularly useful in conjunction with those in the following table--Table V-4. The combined percentages provide some basis for assessing the extent to which groups, particularly those representing intended audiences, have been "reached" or "not reached." For example, in the illustration used earlier with Superintendents, in which 48 percent in the random sample had reported reading familiarity with the Educational Management Clearinghouse: in Table V-4, 12 percent had "heard about" products from this Clearinghouse, and 40 percent in this population of respondents had "no awareness" of the Clearinghouse's products. Although goals for greater familiarity might be established in cases such as this, it should be noted that this percentage of familiarity is probably quite high. In interpreting these general-familiarity data, it is important to note that users do not always associate reading materials with their originating organizations, such as with ERIC--a fact that is well documented in the experiences of local educational information personnel who are disseminators of these materials.

TABLE V-4

	PREP Reports		EMC Bibliographies		Adult Education CH		Counseling/ Personnel CH		Disadvantaged CH		Early Childhood CH		Educational Management CH		Media/ Technology CH		Exceptional Children CH		Higher Education CH		Junior Colleges CH		Langu	
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
Reading Specialist	5	17	5	17	10	22	20	17	15	14	5	14	10	22	10	17	10	14	5	6	5	8	0	8
Special Educator	7	10	17	8	23	28	7	21	10	21	20	18	7	33	13	28	17	10	17	31	10	18	17	26
Vocational Educator	18	13	34	21	23	28	9	26	16	18	14	23	14	15	14	18	11	23	11	31	5	23	7	13
Supervisor of Instruction	20	9	28	17	16	26	16	20	28	18	16	21	8	26	12	17	12	18	8	18	8	18	0	20
Counselor, Psychologist	9	9	16	18	12	22	15	17	6	16	16	26	7	21	10	16	12	28	18	18	10	12	6	12
Researcher	12	15	20	22	25	37	32	34	31	30	34	27	29	21	28	31	34	34	28	27	26	24	31	33
Instructional Resources Specialist	13	18	22	18	20	26	20	24	21	22	25	24	25	20	15	13	27	24	18	24	24	22	28	23
Program Specialist	19	13	23	16	24	27	23	29	23	25	24	29	23	28	20	27	21	25	23	26	16	23	20	25
Principal, Asst. Principal	8	13	16	12	16	16	8	26	18	14	12	24	8	14	8	16	12	24	4	20	6	14	12	21
Elementary Teacher	7	17	11	17	7	21	9	19	7	15	18	23	13	17	14	19	9	19	7	21	11	26	7	15
Secondary Teacher	5	4	7	20	5	9	8	12	5	9	7	8	7	7	11	10	7	9	5	9	5	10	9	11
College Professor	14	14	19	15	24	25	24	23	20	22	24	21	17	19	21	20	19	23	23	23	24	18	14	21
College Administrator	9	8	12	13	21	25	18	26	21	20	9	25	15	18	15	21	9	29	21	26	18	19	12	24
Superintendent, Asst. Super.	12	8	24	23	16	21	24	20	20	18	28	20	12	11	28	20	24	20	8	15	12	18	12	20
Other Admin. Position	30	15	17	20	30	32	30	22	17	30	17	22	17	15	22	17	22	17	13	25	13	25	13	27

TABLE V-4. PERCENTAGES OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS, BY USER GROUP AND SAMPLES, WHO REPORT ONLY HAVING HEARD ABOUT PRODUCTS

Media/ Technology CH	Exceptional Children CH		Higher Education CH		Junior Colleges CH		Languages/ Linguistics CH		Library/Info. Sciences CH		Reading CH		Rural/Small Schools CH		Science/ Mathematics CH		Social Science CH		Teacher Education CH		English CH		Tests/ Measurement CH		Vocational/ Technical CH	
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
17	10	14	5	6	5	8	0	8	10	17	10	19	0	17	0	19	5	14	10	17	10	14	20	25	0	11
28	17	10	17	31	10	18	17	26	10	23	20	23	10	21	7	21	13	23	10	23	13	28	27	21	10	28
18	11	23	11	31	5	23	7	13	7	21	11	26	11	10	9	15	14	18	7	26	9	23	25	28	20	8
17	12	18	8	18	8	18	0	20	12	22	12	21	12	12	12	21	16	21	12	18	12	24	16	30	12	18
16	12	28	18	18	10	12	6	12	9	15	10	18	6	15	7	15	9	13	9	18	7	21	16	26	9	24
31	34	34	28	27	26	24	31	33	32	33	24	23	27	26	31	28	35	30	29	28	30	36	29	23	30	25
13	27	24	18	24	24	22	28	23	26	20	24	18	18	21	22	20	19	22	21	24	27	23	30	31	20	23
27	21	25	23	26	16	23	20	25	19	27	27	25	19	24	18	25	21	26	23	27	21	28	22	28	19	22
16	12	24	4	20	6	14	12	21	16	20	20	14	10	16	12	17	14	16	8	17	12	19	14	18	12	21
19	9	19	7	21	11	26	7	15	13	17	11	17	7	19	13	9	14	25	13	17	13	23	16	17	7	19
10	7	9	5	9	5	10	9	11	7	11	6	9	4	6	8	11	10	10	7	13	7	15	16	19	4	13
20	19	23	23	23	24	18	14	21	17	19	17	19	16	17	17	20	20	21	21	18	17	21	19	25	17	20
21	9	29	21	26	18	19	12	24	21	24	18	25	15	20	18	24	21	24	15	16	24	32	26	24	32	21
20	24	20	8	15	12	18	12	20	28	20	28	21	16	19	24	22	24	19	32	18	32	21	24	19	28	16
17	22	17	13	25	13	25	13	27	26	32	17	20	26	22	22	27	22	25	13	17	17	25	22	38	17	27

B. RESPONDENTS' FAMILIARITY WITH SPECIFIC PRODUCTS

Each participant in the Evaluation Questionnaire Survey (Q2) was asked to evaluate 10 products. The level-of-familiarity data, shown in Table V-5, are based on responses to the first questionnaire item:

> Please look at the document representation on the left and indicate your previous awareness of the full document.
>
> 1. ( ) I have not previously seen or read (used) this document.
>
> ( ) I have previously seen or heard about this document but have not read or skimmed (used) it.
>
> ( ) I have previously read or skimmed (used) this document.

A total of 1,251 respondents contributed 12,453 Reader and Non-reader evaluation* responses, presented in Table V-5 by product type and in percentages of "cases,' i.e., respondents' evaluations of sets of 10 products. Of these, approximately 60% contributed at least one Reader evaluation. This percentage representation (not the actual sample sizes) is comprised equally of random and non-random sample participants.

The "read/skimmed" group, referred to hereafter as Reader Evaluations, numbers 1,914--approximately 15 percent of the total evaluations received. (The percentage of Specialists with prior familiarity is somewhat higher.) Yet, in 69 percent of the cases, products had neither been seen nor heard of.

The findings from further analyses of the familiarity question are presented in Tables V-6a, V-6b, and V-6c. Differences are shown in product recognition (i.e., reading familiarity) by levels of visibility, levels of effort, and subject areas.

Table V-6a indicates that high-visibility Reviews and Practical Guidance Papers are known by a significant (at the .01 level) percentage over low-visibility

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*The total number of evaluations should have been 1,251 time 10, or 12,510. The discrepancy is due to the number of unusable returns in respondents' packages of 10 questionnaires that could not be included in the evaluation data file (discussed in Chapter III).

TABLE V-5. USERS AND SPECIALISTS REPORTING FAMILIARITY WITH ASSIGNED DOCUMENTS FROM THE PRODUCT SAMPLE

A. USERS (from User Evaluation Questionnaire Survey)

[Respondent N = 1,251]
[Evaluation N = 12,453]

Familiarity Level	BIBLIOGRAPHIES [N = 4,133]	PRACTICAL GUIDANCE PAPERS [N = 2,837]	REVIEWS [N = 5,483]
Read/Skimmed (READERS)	501 (12%)	426 (16%)	957 (17%)
Seen/Heard of (NON-READERS)	763 (18%)	419 (15%)	751 (14%)
Neither Read/Skimmed nor Seen/Heard of (NON-READERS)	2869 (69%)	1962 (69%)	3775 (69%)

B. SPECIALISTS (from Specialists' Questionnaire Survey)

Familiarity Level	BIBLIOGRAPHIES [N = 129]	PRACTICAL GUIDANCE PAPERS [N = 94]	REVIEWS [N = 208]
Have Previously Read Document	29 (23%)	26 (28%)	52 (26%)

TABLE IV-6a. LEVELS OF FAMILIARITY REPORTED BY USER EVALUATION QUESTIONNAIRE (Q2) RESPONDENTS FOR EACH PRODUCT TYPE BY LEVELS OF VISIBILITY

FAMILIARITY LEVELS	REVIEWS [N=5,483 Evaluations]			PRACTICAL GUIDANCE [N=2,837 Evaluations]			BIBLIOGRAPHIES [N=4,133 Evaluations]		
	Low Visibility [N=2352]	Med. Visibility [N=1901]	High Visibility [N=1225]	Low Visibility [N=730]	Med.Visibility [N=782]	High Visibility [N=1320]	Low Visibility [N=2102]	Med.Visibility [N=1812]	High Visibility N=214]
Have Previously Read/ Skimmed (or Used)	15%	16%	25%	11%	16%	19%	12%	13%	13%
Have Seen or Heard of, But Not Read/Skimmed (or Used)	14%	14%	13%	12%	18%	15%	18%	19%	22%
Have Neither Heard of or Read/Skimmed (or Used)	72%	69%	63%	78%	66%	66%	70%	69%	65%

TABLE V-6b. LEVELS OF FAMILIARITY REPORTED BY USER EVALUATION QUESTIONNAIRE (Q2) RESPONDENTS FOR EACH PRODUCT TYPE BY LEVELS OF EFFORT

FAMILIARITY LEVELS	REVIEWS [N=5,483 Evaluations]			PRACTICAL GUIDANCE [N=2,837 Evaluations]			BIBLIOGRAPHIES [N=4,133 Evaluations]		
	Low Effort [N=2132]	Medium Effort [N=2143]	High Effort [N=1203]	Low Effort [N=608]	Medium Effort [N=1351]	High Effort [N=873]	Low Effort [N=1643]	Medium Effort [N=1164]	High Effort [N=1321]
Have Previously Read/ Skimmed (or Used)	16%	19%	17%	14%	12%	23%	14%	10%	12%
Have Seen or Heard of, But Not Read/Skimmed (or Used)	14%	14%	13%	16%	14%	15%	20%	19%	16%
Have Neither Heard of or Read/Skimmed (or Used)	70%	67%	70%	70%	74%	61%	65%	71%	73%

TABLE V-6c. LEVELS OF FAMILIARITY REPORTED BY USER EVALUATION QUESTIONNAIRE (Q2) RESPONDENTS FOR EACH PRODUCT TYPE BY SUBJECT AREAS

FAMILIARITY LEVELS	REVIEWS [N=5,483 Evaluations]				PRACTICAL GUIDANCE [N=2,837 Evaluations]				BIBLIOGRAPHIES [N=4,133 Evaluations]			
	Instr. Content [N=1626]	Ed. Adm./ Services [N=1529]	Spec./ Other Educ. Groups [N=988]	Higher Educ. [N=1335]	Instr. Content [N=857]	Ed. Adm./ Services [N=663]	Spec./ Other Educ. Groups [N=873]	Higher Educ. [N=439]	Instr. Content [N=1498]	Ed. Adm./ Services [N=1297]	Spec./ Other Educ. Groups [N=1230]	Higher Educ. [N=103]
Have Previously Read/ Skimmed (or Used)	19%	13%	18%	21%	17%	21%	13%	13%	12%	12%	12%	20%
Have Seen or Heard of, But Not Read/ Skimmed (or Used)	14%	13%	12%	15%	15%	14%	15%	14%	18%	19%	19%	17%
Have Neither Heard of or Read/Skimmed (or Used)	68%	74%	71%	64%	68%	64%	71%	74%	71%	69%	69%	62%

products. In Table V-6b, only the high-effort Practical Guidance Papers show a significant difference over their low-effort counterparts. The subject area analysis did not produce any significant findings.

The major findings reported here are the high number of cases in which products had not previously been read or skimmed and, also, the relatively low number of cases in which products had previously been heard about. The findings in Chapter VII, from Non-readers and Non-users, are required to pursue the further interpretation of these data. At this point, therefore, it is perhaps useful to conclude this discussion by providing findings of a descriptive nature regarding NCEC announcement and distribution procedures.

C. CURRENT ANNOUNCEMENT AND DISSEMINATION PROCEDURES

Information presented in this section was obtained from the questionnaires (see Appendix B) that were used to obtain level-of-effort and level-of-visibility data from each NCEC unit and from nine states selected to illustrate the secondary distribution of PREP reports. Strategies for announcement and distribution of products in the sample are presented below for each product group: 1) PREP reports, 2) EMC bibliographies, and 3) ERIC clearinghouse products.

1. PREP REPORTS

The announcement and dissemination of PREP reports are largely the responsibility of state education agencies. USOE-prepared materials--announcement flyers, called PREP Briefs, and copies of PREP reports--are distributed to the agencies, which are presumably in a better position to identify and respond directly to individuals who are in the targeted audiences of the reports. The degree of dissemination activity within the states is known to vary widely, from no effort at all to fairly large-scale announcement, distribution, and repackaging efforts. A survey of these state activities was beyond the scope of this project. However, with the aid of USOE, nine states (the maximum number in any population that can be surveyed without prior approval of the Office of Management and Budget) were selected for study. These states were believed to represent low, medium, and high levels of PREP report dissemination activity.

A special version of the questionnaire used with NCEC units was designed to obtain this information from the states for each of the PREP reports in the product sample. With the exception of one state of the seven responding, no differences in the handling of PREP reports (by topic) were reported; selected results from the seven states displayed in Table V-7 are fairly typical of the procedures used with all PREP reports.

TABLE V-7. RESPONSES FROM SELECTED STATES TO QUESTIONS ON PREP REPORT DISSEMINATION ACTIVITIES (SHEET 1)

A. ANNOUNCEMENT

1. Did you distribute the Brief for these PREP reports?

Yes 6 No 1*

If yes, please give an estimate of the total number of copies distributed and identify the targeted professional groups who were sent copies.

State	Copies	Audiences
A	0	
B	100	PREP coordinators in school systems throughout the state
C	1300	Regional centers throughout the state
D	195	Regional centers, county school systems, and specialists
E	200	College libraries
F	5300	Regional centers (repackaged excerpts are also mailed to specialists)
G	900	Chief school administrators, teacher education institutions, and teachers

2. Did you prepare any special announcement materials concerning the availability of these PREP reports?

Yes 4 No 3

If yes, identify the method of distribution.

State	Method
B	Journal articles
C	Newsletter articles
D	Newsletter articles
E	Letters and newsletter articles

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[*] One state reported only recently initiating any PREP report dissemination activities.

TABLE V-7. RESPONSES FROM SELECTED STATES TO QUESTIONS ON PREP REPORT DISSEMINATION ACTIVITIES (SHEET 2)

B. DISTRIBUTION

1. How do you make copies of the PREP reports available to educators in your State?

1	Copies are reproduced on request
3	Copies are reproduced and automatically distributed to a selected audience
1	Copies are reproduced and automatically distributed to a selected audience, and copies from USOE are made available on-loan
1	Copies are reproduced and automatically distributed
1	Copies are reproduced on request; reproduced and automatically distributed; circulated; and USOE copies are made available on-loan, as requested

2. As of this date, please provide an estimate of the total number of copies distributed by your State for [each] PREP report.

State	Number of Copies
A	0
B	100
C	1300
D	26 (av.)
E	30
F	812 (av.)
G	1600

3. In recent months, have you changed the procedures described above in any way due to the availability of PREP's from GPO?

Yes 3 No 3 No Response 1

State B. "Encourage direct purchase from GPO in order to expedite dissemination and to enable individual teachers to procure such materials where local administrators are dragging their feet."

State C. "Less distribution . . .lack of local funds to reproduce...encourage schools to subscribe."

State E. "Now distribute our five copies to members of State Department of Education; do not reproduce any copies to distribute. Still send Briefs to regular mailing list."

2. EMC BIBLIOGRAPHIES

These documents are made available through two channels. They are sold through the U.S. Government Printing Office and distributed free by USOE. The total number of copies distributed through both channels averages around 8,900 for each of the four documents. Other than occasional references in professional journals, these bibliographies reportedly received no special publicity.

3. ERIC CLEARINGHOUSE PRODUCTS

Clearinghouses supplied information on the types of announcement and distribution methods used with their documents in the product sample. Their responses to the structured question are shown in Table V-8.

Other publicity media are used by the clearinghouses; they include mailers to special audiences; announcements, advertisements, and exhibits at conventions; and press releases. It was reported that some documents received special distribution by inclusion in other publications (e.g., books of readings or reviews) by other agencies, such as state education agencies, USOE, or professional associations, and at conventions. Special publicity also resulted from the use of documents in seminars or courses as resources by national commissions or task forces or from presentation as papers at conventions. A few documents received special publicity as award winners, and one was the subject of a Voice of America broadcast.

Clearinghouses also indicated the kinds of distribution channels used for these documents, presumably typical for most of their products. The majority of the 133 ERIC documents (57 percent) were distributed solely by the clearinghouses (and then, of course, through the ERIC Document Reproduction Service). Only six documents were distributed solely by another agency, e.g., a professional association or university; the remainder were distributed jointly by clearinghouses and other agencies. Most documents were available at no cost; however, some were sold through other agencies, but were available free through the clearinghouses.

TABLE V-8. SPECIAL PUBLICITY RECEIVED BY ERIC CLEARINGHOUSE PRODUCTS

Question: Did this product receive special publicity, other than the usual mention in clearinghouse newsletter or association newsletter? That is, was special attention drawn to the product in any of the following ways?

	ERIC CLEARINGHOUSE PRODUCTS		
	Reviews (N=67)	Practical Guidance Papers (N=23)	Bibliographies (N=43)
It was reviewed in the professional literature.	31%	26%	10%
It was extensively described--featured--in a column, brochure, or other publicity medium.	43%	40%	35%
It received special attention because it was part of a larger effort, such as a well-publicized product series or a professional gathering, such as a workshop.	45%	35%	51%
It came to the attention of a large relevant audience because it was distributed through a well-established channel such as a professional journal.	12%	9%	28%
It was placed on automatic distribution to individuals on our mailing list.	70%	48%	42%
(Received no special publicity)	0%	17%	0%

Some limited attempt was made to uncover reviews of products in the professional literature. The purpose of this search was to compare such reviews with evaluations obtained from Specialists; however, the findings in this exercise are useful only in reporting the apparent lack of professional reviews in the literature. From citations provided by the clearinghouses, we attempted to find reviews of 15 Reviews (out of the approximately 20 that were checked). Many of these reviews had multiple citations, but the journals, in many cases, were too obscure to be available even in the library of the National Educational Association in Washington, D.C. Reviews of only six of the 15 could be found. All but three of these were announcements of the publications. Only one could be considered an "outsider's" critical review; the remainder were summaries of the products presented in ERIC columns in professional journals.

There is a wide variety in the character of the activities within and between clearinghouses. A study of the benefits of these activities was not within the scope of this project. However, there are indicators of the complexities involved in determining the most effective methods for increasing awareness of products. Bibliographies from one clearinghouse, that were available through professional journals (in ERIC columns) and as reprints, were not known by this survey respondent population; and yet, an annually compiled bibliography from another clearinghouse, that also appears in a major professional periodical, was known. Among the Reviews that were made available in the professional journal literature, four out of six had been read by a relatively large number of respondents. The need for assessing the effectiveness of these various distribution channels is clearly indicated. The differences among user groups, in their traditions of usage of the professional journal literature and in the strength of their major professional associations as avenues for publicity and distribution, may suggest the need for several approaches to increase awareness of these products among educators.

VI
COMPARISON OF SAMPLES

VI. COMPARISON OF THE TWO SAMPLES IN THE GENERAL FIELD SURVEY

The dual sampling strategy in the General Field Survey was developed to accomplish two major study objectives. The random sample* was designed particularly to assess the outreach of products, and the non-random sample was used to help ensure the inclusion of likely product users -- and therefore, potential product evaluators.

The use of these two samples provides some general information concerning the "potential" of either or both sampling procedures for identifying product evaluators in future evaluation studies. Some comparisons, on background variables and levels of familiarity have been discussed in the two preceding chapters. Although the data presented in these earlier chapters suggest that the two groups are reasonably comparable -- and more so than might have been expected -- there was a need to treat this comparison in a statistical fashion. A decision on whether to combine the evaluation data from both samples had to be made prior to the performance of the planned analysis. There were also practical considerations to be accommodated in this decision. The imbalance in size of the two sample groups represented a problem in separately reporting, with any degree of confidence, the evaluation data for the smaller random sample. Therefore, it was evident that a decision to combine the samples would strengthen the overall reporting of the findings. With this tentative decision in mind, we decided to pursue the plan for conducting a "convergence test" that, if positive, would strengthen the practical decision, and, if negative, could be reported for its impact on any subsequent interpretation.

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*The stratified random sample included personnel from state education agencies, local school districts, and institutions of higher education in eight states (selected randomly from each of the major regions of the country); in addition, researchers were sampled from USOE-supported research facilities. The non-random sample included names sampled from available listings from NCEC-related units, including ERIC clearinghouse mailing lists, state and local educational information centers, and the ERIC Document Reproduction Service.

A profile correlation method, in the tradition of Raymond Cattell's q correlations and the Campbell-Fiske multitrait-multimethod matrix, was originally planned for this analysis. However, the small number of random sample respondents -- mostly heterogeneous groups for given documents -- made it unlikely that evaluations of the same document would agree substantially between the random and non-random samples.

Therefore, we decided in favor of a simple comparative display of the overall evaluations (of substantive papers) the elements of which follow:

- Samples. Since there were 1229 non-random-sample evaluations of Reviews and Practical Guidance Papers, but only 191 random-sample evaluations, it was possible to divide the non-random sample into five random subsamples with an average of 246 evaluations each.* (It may be confusing to speak of random subsamples from a non-random sample; however, what is important is that each of these subsamples is still a non-random sample of the population.

- Display. Table VI-1 contains the computations for the overall evaluation of Reviews and Practical Guidance Papers (drawn from the same survey instruments), such that percentages of responses** could be displayed separately for each subsample of the non-random sample, as well as for the random sample. Each questionnaire item (questions 5 through 13 of Q2-A) and each response choice is displayed with the six corresponding percentages. (The last column is the average for the total.)

- Hypothesis. It was hypothesized that the average percentage agreement among subsamples of the non-random sample would be no greater than percentage agreement of the random sample with them. In other words, percentages from the random sample would agree as well with percentages from various subsamples as the subsamples agreed with each other.

It can be seen in Table VI-1 that the random sample percentages are indistinguishable from percentages of the five subsamples. No pattern of deviation sets the random sample apart. The hypothesis can also be addressed statistically by testing for the significance of difference between the random sample and

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*These random subsamples were created by using the last two digits in the SDC-assigned document code number. Since these numbers were assigned sequentially for the product universe of each NCEC unit, and in no special order, there is little likelihood that any biases were built into these groupings.

**Percentages were selected over mean scores to provide more data points for this comparison.

TABLE VI-1. COMPARISON OF RANDOM AND NON-RANDOM SAMPLES ON READER RESPONSES TO EVALUATION QUESTIONS FOR ALL REVIEWS AND PRACTICAL GUIDANCE PAPERS. (SHEET 1)

	NON-RANDOM SAMPLE (RANDOM SUBSAMPLES) [Av. N=246]					RANDOM SAMPLE [N=191]	AVERAGE [N=1420]
Reading Recency-1	11%	18%	10%	7%	18%	12%	(12%)
Reading Recency-2	17	14	16	23	16	20	(18)
Reading Recency-3	19	21	30	27	25	21	(24)
Reading Recency-4	53	46	45	42	41	47	(46)
Relevance-1	1	0	1	1	2	1	(1)
Relevance-2	30	29	31	21	26	28	(27)
Relevance-3	69	71	68	78	72	71	(72)
Need-1	5	6	5	6	9	7	(6)
Need-2	58	51	57	49	49	59	(54)
Need-3	36	43	38	45	42	35	(40)
Coverage-1	3	3	2	2	2	3	(3)
Coverage-2	48	46	49	45	40	52	(47)
Coverage-3	48	50	49	53	58	45	(51)
Up-To-Dateness-1	5	5	3	5	3	4	(4)
Up-To-Dateness-2	13	12	11	8	8	19	(12)
Up-To-Dateness-3	82	83	86	86	89*	76	(84)
Length-0	5	3	3	3	2	5	(4)
Length-1	3	3	5	6	2	4	(4)
Length-2	12	9	9	10	8	7	(10)
Length-3	79	84	83	81	87	84	(83)
Organization-1	3	2	3	2	1	3	(2)
Organization-2	60	64	64	63	61	69	(63)
Organization-3	37	34	32	35	38	28	(34)
Writing Style-1	3	3	2	2	3	3	(3)
Writing Style-2	40	41	47	46	35*	50	(43)
Writing Style-3	57	56	51	53	62*	47	(54)
Format-1	2	2	1	0	0	0	(1)
Format-2	23	25	26	27	24	28	(25)
Format-3	75	73	73	73	75	72	(74)
Thoughtfulness-1	5	5	4	4	5	6	(5)
Thoughtfulness-2	57	56	62	61	57	67	(60)
Thoughtfulness-3	38	39*	34	35	38	27	(36)
Obtain Overview-1	2	0	1	0	1	1	(1)
Obtain Overview-2	43	40	34	36	36	41	(38)
Obtain Overview-3	56	59	66	64	63	58	(61)
Look Up Facts-1	4	5	4	6	6	6	(5)
Look Up Facts-2	72	68	74	69	63	65	(69)
Look Up Facts-3	24	27	22	26	31	29	(26)

TABLE VI-1. COMPARISON OF RANDOM AND NON-RANDOM SAMPLES ON READER RESPONSES TO EVALUATION QUESTIONS FOR ALL REVIEWS AND PRACTICAL GUIDANCE PAPERS. (SHEET 2)

	NON-RANDOM SAMPLE (RANDOM SUBSAMPLES) [Av. N=246]					RANDOM SAMPLE [N=191]	AVERAGE [N=1420]
Identify Individuals-1	5%	4%	4%	6%	4%	7%	(5%)
Identify Individuals-2	82	74	80	75	75	80	(78)
Identify Individuals-3	13	22	16	19	20	14	(17)
Identify Relevant Lit.-1	2	2	3	2	1	5	(2)
Identify Relevant Lit.-2	65	59	67	63	54	65	(62)
Identify Relevant Lit.-3	32	40	29	35	44*	30	(35)
Update Knowledge-1	3	2	2	3	1	3	(2)
Update Knowledge-2	53	51	50	50	46	49	(50)
Update Knowledge-3	44	47	48	47	52	48	(47)
New Knowledge-1	4	4	4	4	4	5	(4)
New Knowledge-2	79	78	79	77	70	74	(76)
New Knowledge-3	18	18	17	18	26	21	(20)
To Make Decisions-0	83	79	82	78	76	80	(80)
To Make Decisions-1	16	21	18	22	24	20	(20)
Applied To Work-0	38	30	29	33	29	37	(33)
Applied To Work-1	62	70	71	67	71	63	(67)
To Give Advice-0	57	52	59	55*	48*	62	(56)
To Give Advice-1	43	48	41	45	52*	38	(44)
Examined Documents-0	77	64	72	69	64	72	(70)
Examined Documents-1	23	36	28	31	36	28	(30)
Consulted Author-0	92	91	94	93	94	91	(92)
Consulted Author-1	8	9	6	7	6	9	(8)
Passed To Colleague-0	53	60	52	55	44	53	(53)
Passed To Colleague-1	47	40	48	45	56	47	(47)
Comparative Usefulness-1	2	2	2	1	1	2	(2)
Comparative Usefulness-2	43	42	44	37	35	42	(41)
Comparative Usefulness-3	55	57	54	62	63	55	(58)

each subsample of the non-random sample (i.e., column six against each of the first five columns). There were, as indicated by asterisked percentages in the table, only eight cases in which the response percentages of the random sample differed significantly (at the .01 level) with one non-random subsample. We do not believe that the significant differences in eight paired comparisons, less than 2% of the possible 325, provide sufficient evidence to judge the samples as coming from different populations. These results are accepted as confirming the null hypothesis and supporting our decision to combine the evaluation data from both samples in the several analyses discussed in the next chapter.

VII
EVALUATION DATA

VII. REPORT ON THE EVALUATION DATA OF NCEC INFORMATION ANALYSIS PRODUCTS

A. INTRODUCTION

Evaluation data presented in this chapter are based on returns of three survey instruments: (1) the User Evaluation Questionnaire (Q2), (2) the Non-User Evaluation Questionnaire (Q3), and (3) the Specialists' Questionnaire (Q4). Table VII-1 shows types of responses and evaluations drawn from these three sources.

TABLE VII-1. CLASSES OF RESPONSES AND RESPONDENTS FROM EVALUATION SURVEY INSTRUMENTS

QUESTIONNAIRE	GROUP TO WHOM DIRECTED	POSSIBLE RESPONSES TO PARTICULAR DOCUMENTS	EVALUATOR-GROUP DESIGNATION
Q2	Reported Users of NCEC Products	Read/skimmed	"Reader"
		Did not read or skim	"Non-reader"
Q3	Reported Non-users of NCEC Products	Read/skimmed	"Reader"*
		Did not read or skim	"Non-user"
Q4	Specialists in Particular Subject Areas	(Full document provided)	"Specialist"

*Only 10 respondents to Q3 were Readers rather than Non-users. This group was too small to be included in any of the following analyses.

Hereafter, the data sources will be referred to as Readers, Non-readers, Non-users, and Specialists. (See Appendix G for a "ready reference" to the definition of terms.)

The focus in this chapter is on data that have been aggregated by product type, and within this basic grouping, by document and user group characteristics. An underlying assumption in these, as in all aggregate analyses, is made on the homogeneity of the groupings. (Volume II of this report presents evaluation data on each of the 146 documents in the product sample.) In this introduction, the analysis variables and statistical procedures used are discussed and an outline of the remainder of the chapter is given.

1. ANALYSIS VARIABLES

Five dependent variables were used in this study to create groupings of evaluations from which valid generalizations could possibly be drawn. Four of these variables--product type, level of effort, level of visibility, and subject area--are characteristics of documents; the final one characterizes the respondent population by user group. Although the development or derivation of most of these variables has been discussed in some detail in previous chapters (III and IV), a brief discussion of each is presented below for quick reference.

Product Type. The basic dimension upon which all data have been aggregated is the product-type dimension. All documents in the sample are classified as one of three types:

- Reviews and State-of-the-Art Papers, from ERIC Clearinghouses (N=68)
- Practical Guidance Papers, including ERIC Clearinghouse-prepared documents and PREP reports (N=31)
- Bibliographies, including ERIC-prepared documents and EMC bibliographies (N=47)

Some consideration was given to the possibility of performing an aggregate analysis on all 146 documents. However, because of the differences in purpose, use, and intended audiences among the product types, this possibility was not pursued.

Level-of-Effort-Index. Level-of-effort indexes were created for each product type. These were developed from the distribution of professional man-hours invested in the preparation of the documents, data for which were provided by each NCEC originating unit. The index for each product type is shown below:

	BIBLIOGRAPHIES		PRACTICAL GUIDANCE PAPERS		REVIEWS	
Index	Hours	No. of Docs.	Hours	No. of Docs.	Hours	No. of Docs.
Low	10-41	22	10-50	9	30-160	25
Medium	50-80	16	75-600	15	175-250	17
High	100-1,250	9	1,216-3,248	7	275-3,260	16

Level-of-Visibility Index. The degree of initial exposure that a document received in the distribution of original copies* is represented in a level-of-visibility index. Indexes for each product type are displayed below:

	BIBLIOGRAPHIES		PRACTICAL GUIDANCE PAPERS		REVIEWS	
Index	Copies	No. of Docs.	Copies	No. of Docs.	Copies	No. of Docs.
Low	100-950	25	15-350	10	50-950	29
Medium	2,000-10,500	17	400-1,627	10	1,000-2,521	25
High	35,310-63,133	7	2,000-11,000	11	3,300-40,000	14

Subject Area. Preliminary to these analyses, the previously used subject classification (that of the ERIC clearinghouse structure) was further classified into four broad educational areas. These are:

Area	No. of Docs.
Instructional Content	49
Educational Administration/Services	34
Special and Other Educational Groups	38
Higher Education	25

---

*PREP reports are an exception to this criterion of "original distribution" as a measure of visibility. Some estimate of secondary distribution through state education agencies is represented in their visibility index level.

Each document was assigned to only one of the four areas, and documents from any given NCEC unit can be found throughout the four areas. (Specific assignments are documented in the product sample listing in Appendix A.)

User Groups. Fifteen general user groups were created from background information provided by respondents in their Screening Questionnaire (Q1) returns. The derivation of this typology is discussed fully in Chapter IV; the groups are listed below:

- Reading Specialists
- Special Educators
- Vocational Educators
- Supervisors of Instruction
- Counselors, Psychologists
- Researchers
- Instructional Resources Specialists
- Program Specialists
- Principals, Assistant Principals in Elementary/Secondary Schools
- Elementary Teachers
- Secondary Teachers
- College Professors
- College Administrators
- Superintendents in Local and State Education Agencies
- Other Administrative Positions in Local and State Education Agencies

The sample sizes for these groups and the case size for the previously mentioned analyses, are discussed in the next section.

2. STATISTICAL PROCEDURES

As indicated in Chapter VI, statistical evidence supported the convergence of the two samples from the General Field Survey. Sample sizes created through these combined data were sufficient to provide a sound data base for analysis. By product type, the sample sizes are: 957 for Reviews, 456 for Practical Guidance Papers, and 501 for Bibliographies. In the secondary levels of analysis by document and respondent characteristics, the number of cases was not always sufficient to support meaningful interpretations. Means and percentages were computed on these small sample sizes, but the reader is alerted to the statistical instability of the results. (The full range of sample sizes for each of the various breakdowns is shown in Table VII-58.) In the aggregate, the number of Specialists' evaluations was also sufficient for the purposes of analysis: for Reviews, 208; for Practical Guidance Papers, 94: and for Bibliographies, 129.

Two statistics are used in reporting data for the General Field Survey. Means were computed on questions for which responses were taken to represent choice points on a scale from one to three (low to high). Percentages were generally used on binary choice questions and for multiple-response items. Percentages were also used in some of the summary and special analyses to distinguish clearly between high and low responses.

Specialists' data were tallied manually and are reported, in the aggregate, in percentages.

Interpretation of Data. Points on the scale (from 1 to 3) vary for each item because of the value judgments expressed in the response choices of the questionnaire item. In some cases, a 2.0 represents a neutral attitude; in others, it is a favorable response in the continuum. Therefore, we encourage readers of this report to relate the mean scores to the words of the choice points. For this purpose, the original questionnaire item and response choices are provided in each of the tables in Sections B, C, and D.

Means are rounded off at two decimal points to help clarify the overall pattern of evaluation clusters in the middle range. However, the differences, whether in overall trends or between two specific cases (e.g., between evaluations of high-level-of-effort documents and low-level-of-effort documents) are not always obvious from a visual perusal.

To help the reader in understanding the survey findings, two approaches are used:

- Elements of each dimension (of quality, utility, and impact) are displayed in single tables. In these displays, means and percentages are related directly to the original questionnaire item and the response choice.
- In discussing these tables, we also draw upon several secondary analyses that were performed by user group and by subject area. The data for these discussions are presented in Section I (pages VII-96 through 118). For each element (e.g., topic of a questionnaire item related to "quality"), we have looked only at those groups on the extremes, to understand better how different (at the .01 level) their evaluations are from the norm.

Attention is drawn to these differences not to detract from the overall positive findings but rather, to note indicators of satisfaction greater than or less than the generally expressed level. Moreover, no statements are available on acceptable levels of dissatisfaction, nor on tolerance levels for low ends of any distribution. These data on groups of users or groups of documents, for which the level is significantly different, are useful as starting points for examining evaluations of individual documents contained within groupings.

Complete tables of all quality, utility, and impact data for each analysis are grouped at the conclusion of this chapter. The final table is a tool to assist the reader who wishes to perform his own calculations on the data in the individual tables. This table lists the sample sizes for Readers by analysis group. In addition, it presents rule-of-thumb reference data for determining the significance of differences between two means at both the .01 and .05 levels of confidence. Instructions for computing these differences are provided.

Comparison of Means. The Reference Mean--the grand mean for the overall evaluations of any one product type--is always the first of two means that are compared. If the sample sizes of the second-mean groups were large and, therefore, would have contributed heavily to the Reference Means, then the respondents of the second-mean groups were deleted from the total population and the Reference Means re-computed. If, as was the case with several of the user groups, the sample sizes were fairly small--from 10 to 50--these intermediate computations were not performed. (If sample sizes are less than 10, the existence of differences is still discussed, but no reference is made to their statistical significance.)

3. ORGANIZATION OF CHAPTER

In Exhibits 1A, 1B and 1C, we present document evaluation profiles from Volume II to review the types of basic data supporting the aggregate data. The remaining

EXHIBIT 1A. COVER PAGE OF INDIVIDUAL DOCUMENT EVALUATION PROFILE FOR DOCUMENT 86 (from Volume II)

Document No. 86 ERIC Products 1969-1970, 1970. (ED 041 598)

NCEC Unit: Library and Information Sciences Clearinghouse

Product Type: Bibliography Level of Effort Index: High

Subject Cluster: Educational Administration and Services Visibility Index: Medium

GENERAL FIELD SURVEY (N= 204)

FAMILIARITY

20 % Previously Read/Skimmed 21 % Only Heard About/Seen 59 % Not Seen/Read

RECENCY OF READING
(N= 41)

29 % Within past month 29 % Within past 6 months

12 % Within past 3 months 29 % More than 6 months ago

COMMENTS

READERS: Instr. Resources Spec: in my work in State department with ERIC and professional library, is useful in summarizing available materials for staff members... would be more useful if clearly stated that is a selected list...or is it comprehensive? Instr. Resources Spec: bibs are great if only libraries would stock the contents. Other Admin: needs broader coverage. Prog. Spec: great help in program planning...usually first step is to see what ERIC products are available...thanks. Instr. Resources Spec: excellent. Instr. Resources Spec: needs cross-indexing by subject areas as there is overlap in clearinghouse products.
NON-READERS: Instr. Resources Spec: just came to my attention. Sec. Teacher: need better distribution and availability to the classroom teacher. Instr. Resources Spec: faculty will not be bothered to drive 28 miles to center where indexes are available along with the microfiche.

SPECIALISTS' SURVEY (N=3)

RECENCY OF READING
(N=0)

_____ Within past month _____ Within past 6 months

_____ Within past 3 months _____ More than 6 months ago

_____ Cannot recall

COMMENTS

- Authors included are good...absence of certain authors regrettable. Am surprised that articles from publisher periodicals, e.g., "Adult Leadership," appear here.

- Annotations succinct, informative, well phrased. Since this is an annual publication, it serves as a dependable compilation of existing material and becomes more useful as issues cumulate.

- Annotations particularly helpful. Document useful to supplement such sources as Education Index and Library Literature.

EXHIBIT 1B. READER AND NON-READER DATA FOR DOCUMENT 86 (from Volume II)

(Document 86 continued)

READER EVALUATIONS (N=41)

QUALITY

	Mean	Reference Mean
Coverage	2.56	(2.49)
Up-to-dateness	2.83	(2.78)
Organization	2.17	(2.23)
Format	2.66	(2.72)
Textual material	2.49	(2.47)

No. of references:	Percentage	Reference Percentage
About right	83%	(81%)
Too many	7%	(4%)
Too few	7%	(11%)

UTILITY

	Mean	Reference Mean
Relevance	2.73	(2.77)
Need	2.37	(2.39)
Comparative usefulness	2.61	(2.70)

Purpose of use:	Percentage	Reference Percentage
To identify documents on particular topics	73%	(73%)
To identify documents on particular projects	24%	(41%)
To identify documents by particular individuals	10%	(13%)
To identify documents from particular institutions	12%	(11%)
To perform comprehensive search of literature	51%	(55%)
To see kinds of new work being reported	61%	(67%)

IMPACT

Were cited documents examined? Yes 33 (80%)

Was content of cited document(s) as expected from bibliographic reference? Yes 78 % No 22 %

NON-READER EVALUATIONS (N= 120)

Utility

	High	Medium	Low
Relevance	41%	39%	19%
Potential usefulness	25%	41%	32%

Reasons for not reading:
(N=43)

21 % Could not readily obtain a copy
23 % Not sufficiently interested
9 % Lack of time
35 % Other

EXHIBIT 1C. SPECIALISTS' DATA FOR DOCUMENT 86 (from Volume II)

(Document 86 continued)

SPECIALISTS' EVALUATIONS (N=3)

QUALITY

	Excellent	Good	Fair	Poor	Not Applicable	No Response
Choice of author		1			2	
Selection of content/material		2			1	
Choice of references		2				
Inclusion of current material	1	2				
Accuracy	1	1			1	
Interpretation		1			2	
Organization	1				2	
Organization of references	1	1	1			
Format		2	1			
Writing		2			1	

UTILITY

Would you recommend to colleagues?

Yes 3 No ____

If yes:

Usefulness for Various Purposes

Purpose of Use	Very Useful	Somewhat Useful	Not At All Useful	No Response
Obtain overview	1			2
Look up facts		1	1	1
Identify relevant literature	3			
Identify individuals or institutions		3		
Update knowledge	2	1		
Obtain new knowledge	2	1		
Obtain practical guidance		3		
Other: ____________				
____________				

Need for Document of This Type

1 Very great
2 Moderately great
____ Not at all great

Overall Usefulness of Document

2 It is a very useful document.
1 It is not unusually useful, but it is worth having available.
____ Its usefulness is too limited to justify its publication.

tables are presented in an order that parallels the major issues addressed in this study:

- Section B: Overall Evaluations of Each Product Type, by Each Respondent Group and by Dimensions of Quality.
- Section C: Overall Evaluations of Each Product Type, by Each Respondent Group and by Dimensions of Utility.
- Section D: Overall Evaluations of Each Product Type, by Readers and by the Dimension of Impact.
- Section E: Evaluations by Product Type and Levels of Effort.
- Section F: Comparison of Evaluations by Intended Audiences.
- Section G: Evaluation of Products in the "Disadvantaged" Subject Area.
- Section H: Evaluation by Product Type and Levels of Visibility.

Finally, Section I presents summary reference tables on selected survey variables.

As available, data from one or more of the survey instruments are brought together to contribute to any question that is being discussed. However, most data are drawn from the Reader (Q2) evaluations in the General Field Survey.

B. EVALUATIONS ON THE DIMENSIONS OF QUALITY

Each of the survey instruments included several items intended to elicit evaluator judgments on product quality. The elements of quality were listed earlier in Table III-10 and are described in this section as follows:

1. Treatment of Subject
   - Selection of Content/Material and Coverage
   - Length of Document and Number of References
   - Choice of References
   - Discussion and Interpretation

2. Up-to-Dateness

3. Organization and Clarity of Writing

4. Format

5. Choice of Author and Accuracy in Reporting

As noted earlier, the General Field Survey participants (Q2) were asked to judge items relative to their personal needs, i.e., how adequate the quality of the product was for their own purposes. Although comparable items were included in Q4, the Specialists' framework for evaluation was intentionally related to the needs of professionals in the field, in general, rather than to personal needs. Therefore, the Specialists' quality ratings and comments are assumed to have been made on the basis of their understanding of the knowledge base of literature and practice. For reporting purposes, data from both sources--Readers from Q2 and Specialists from Q4--are displayed in the same table in those instances where questionnaire items cover the same, or related areas of quality.

This section also draws upon the collection of tables at the end of the chapter, particularly results of analyses by subject area and user group.
Examples of comments from both survey groups are introduced to clarify the respondents' interpretations of the questions, to support the data, or to balance the positive ratings with examples of expressions of concern.

1. TREATMENT OF SUBJECT

Four areas of quality are discussed: (1) selection of content and coverage, (2) length, (3) choice of references, and (4) discussion and interpretation. Examples of respondents' comments are presented in the final paragraphs.

Selection of Content and Coverage of Topic. As pointed out later in Section C, Readers tended to use substantive products--Reviews and Practical Guidance Papers--primarily to obtain overviews and secondarily to update knowledge about subjects already known to them. In this context of need, Readers reported, as shown in Table VII-2, that the documents covered the topics somewhat better than "moderately well." There is a significant difference (at or beyond the .05 level of confidence) between the satisfaction reported for Reviews (2.50) and that for Practical Guidance Papers (2.43).

Several user groups deviated from this expression of general satisfaction. (Except for the less-than-10 sample size groups, these differences are significant at the .01 level.) For example, Elementary Teachers and Reading Specialists (both small samples) rated the coverage of Reviews lower (2.33) than the Reference Mean*, but Secondary Teachers rated coverage significantly higher (2.81) than the norm.

Elementary Teachers uniformly reported that the topics in Practical Guidance Papers were covered very well (3.00). As might be expected, for this particular product type, Researchers expressed less satisfaction (2.25). Counselors represented the least satisfied group (2.24).

The small sample-size groups were again on the extremes for bibliographies. Reading Specialists were low, with 2.30, and Elementary Teachers, with a mean of 2.60, were considerably higher than the Reference Mean in their ratings of coverage.

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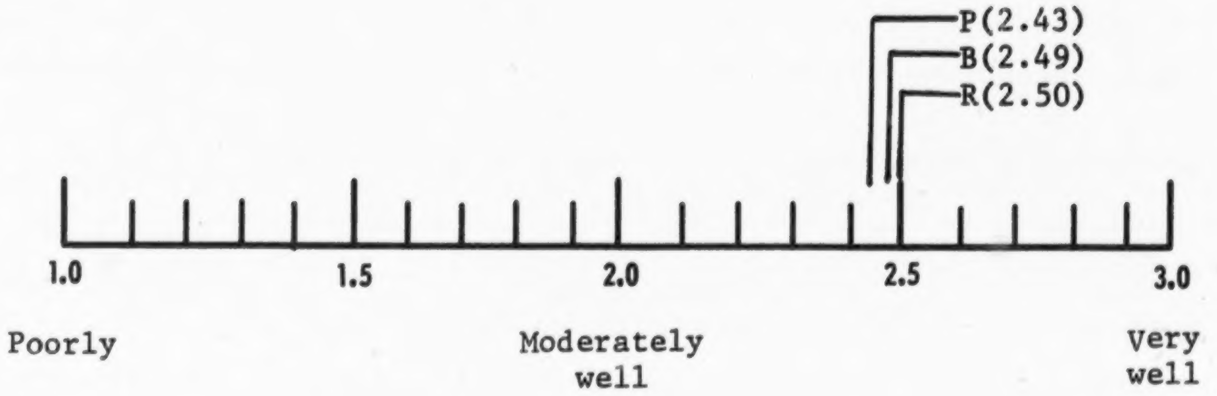
*Reference means are the means of the overall evaluations for a given product-type group. They are norms used throughout this chapter for comparing product types and analysis groups within product types.

TABLE VII-2. READERS' AND SPECIALISTS' EVALUATIONS ON "COVERAGE" AND "SELECTION OF CONTENT/MATERIAL" DIMENSIONS FOR ALL PRODUCT TYPES

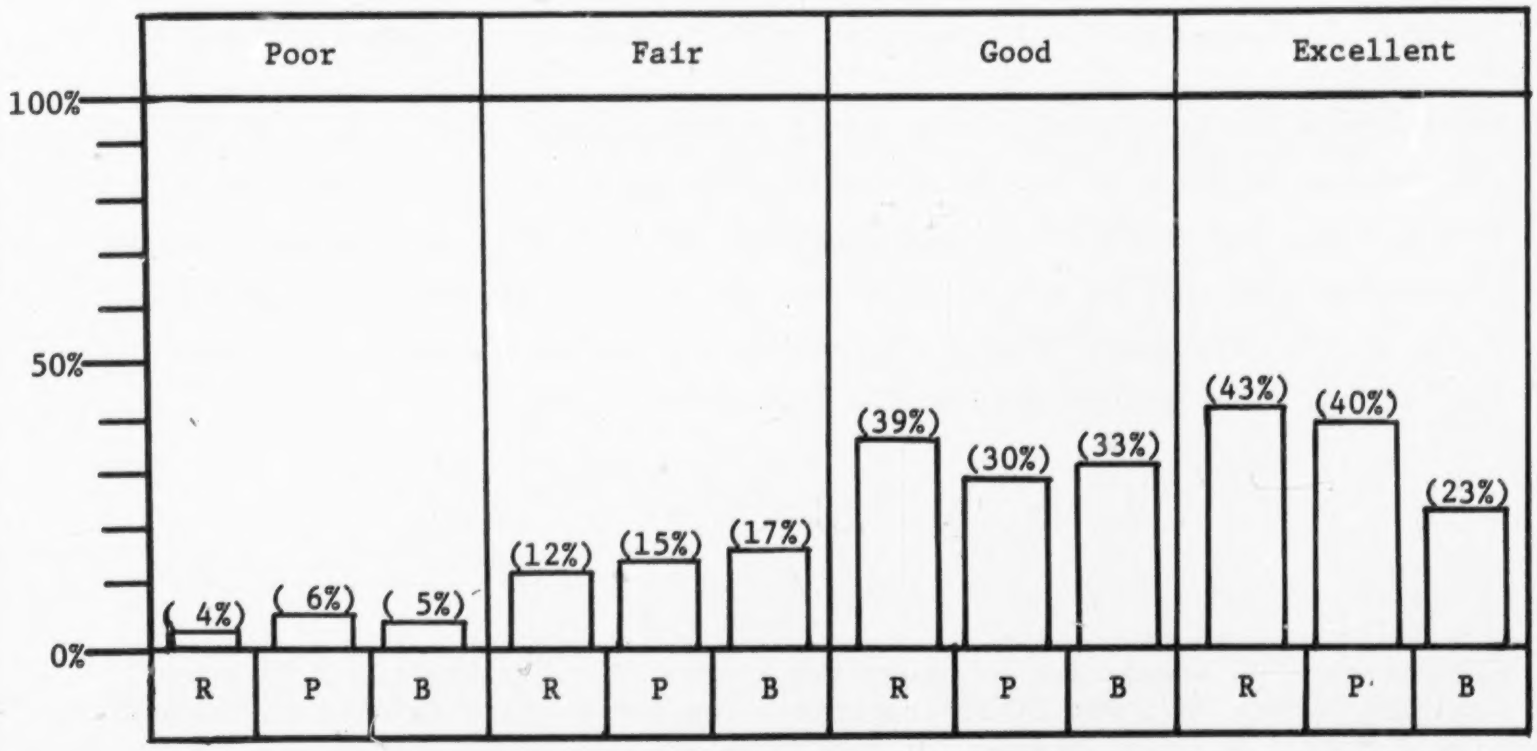
A. READERS' EVALUATIONS

Coverage (question 8 of Q2-A and Q2-B). For your needs, how well did the document cover the topic(s)?



B. SPECIALISTS' EVALUATIONS

Selection of content/material for discussions (question 5b of Q4):



Although not significantly different from the norm, a pattern of consistently lower ratings is evident for documents across all product types in the area of Higher Education. No significant differences occur in the general analysis by subject area, which is possibly due to the way in which documents were assigned to each area. The intended audiences of each area comprise a heterogeneous group of users, and the distribution of their evaluations throughout the documents most likely reconciles the specific user-group differences noted above.

Table VII-2 shows the Specialists' evaluations on the selection of content/ material for discussion*. As illustrated later in the Comments section, the specialists interpreted the questionnaire item basically in terms of coverage, which they rated as good/excellent in over 50 percent of the cases. Their ratings were slightly lower for Bibliographies than for the other two product types.

Length. The question concerning length was posed differently for substantive papers than for bibliographies. For Reviews and Practical Guidance Papers, the question was one of length of the document; for Bibliographies, it was on the number of references. The choice points were the same, and data are displayed together in Table VII-3. The results in both cases are impressively positive.

There are some slight differences among different user groups, one of the most interesting of which is the second-choice rating by Elementary Teachers. For both Reviews and Practical Guidance papers, respondents (again a small group) contrasted with most of the other groups in their second-choice response by being on the "too long" side of the issue; the second highest percentages for most of the other groups were on the "too short" side.

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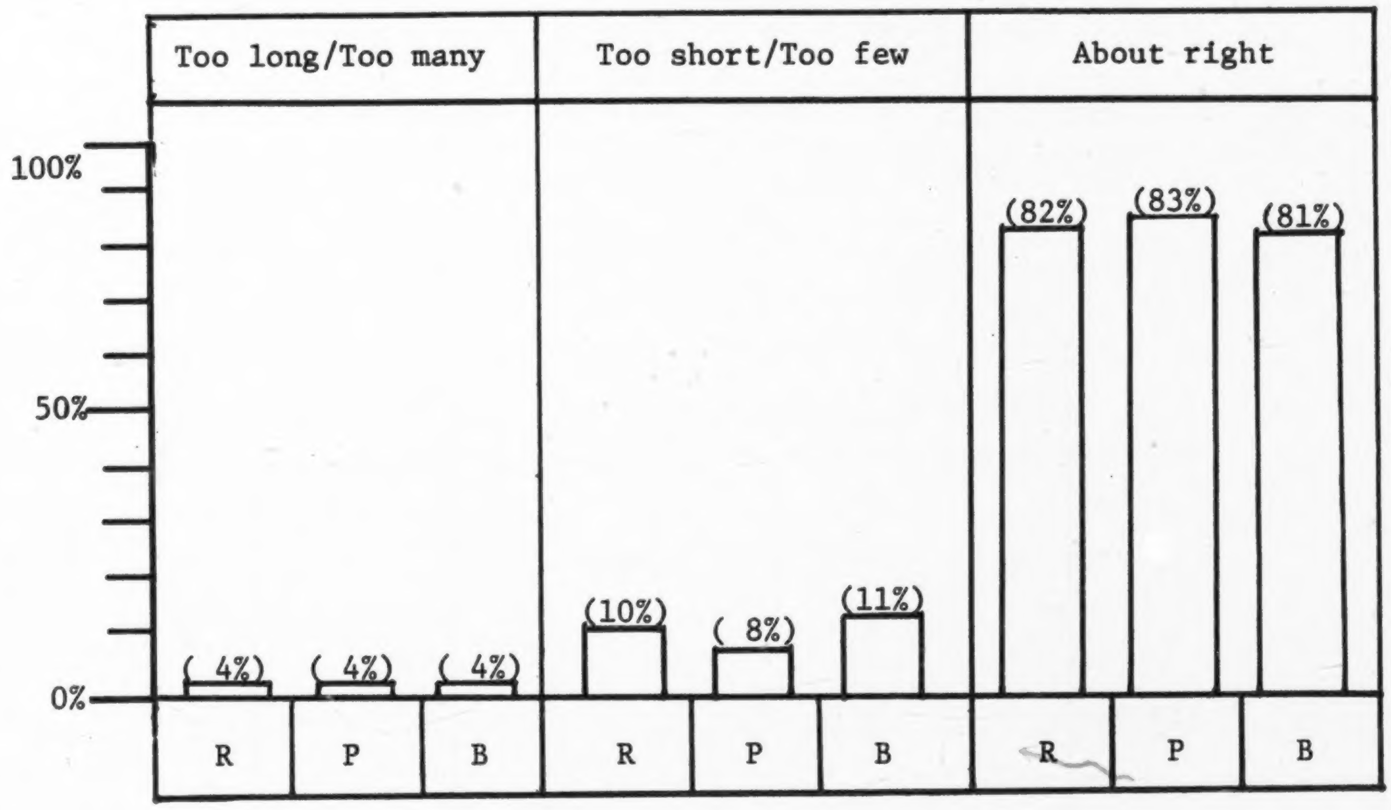
*The letter "R" stands for Reviews; the letter "P", for Practical Guidance; and the letter "B", for Bibliographies. The R-P-B order is used throughout the report. The percentages for any given type of product will not always total 100, because the "Not Applicable" responses and non-responses are not shown in the tables. (Complete data are provided in Section I.)

TABLE VII-3. READERS' EVALUATIONS ON DIMENSIONS OF "LENGTH" FOR REVIEWS AND PRACTICAL GUIDANCE PAPERS AND "NUMBER OF REFERENCES" FOR BIBLIOGRAPHIES

READERS EVALUATIONS

Length of Reviews and Practical Guidance Papers (question 10a of Q2-A). The document was:

Number of References for Bibliographies (question 10a of Q2-B). The number of references was:

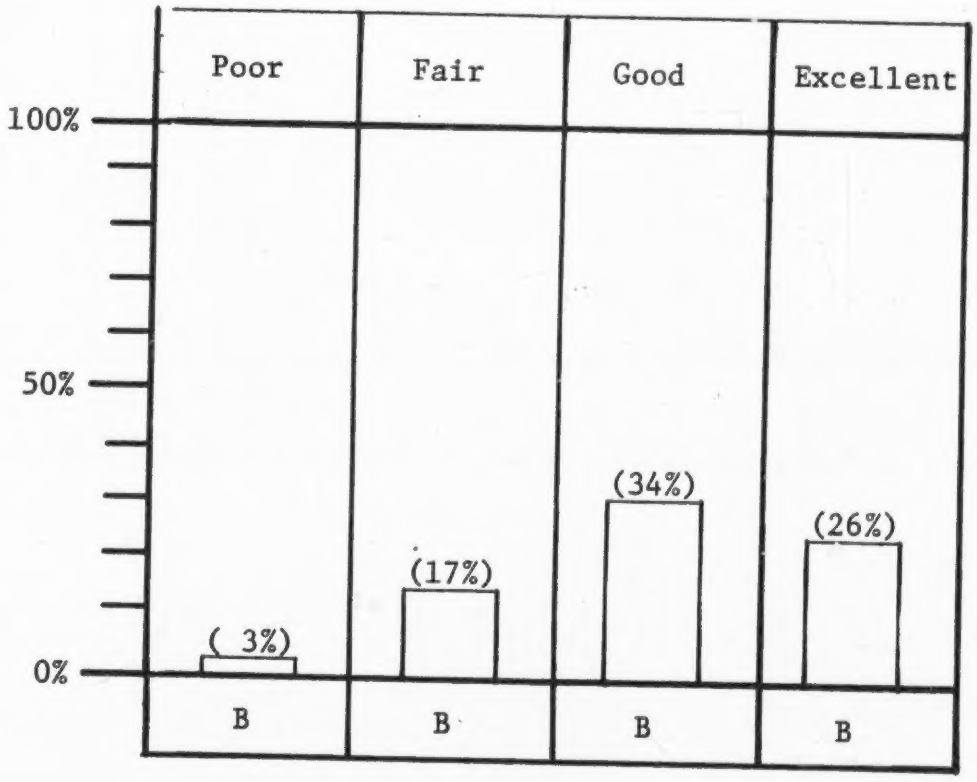


Choice of References. Only data for Bibliographies are displayed in Table VII-4. They indicate that most of the ratings (60 percent) were in the good/excellent range, with only 20 percent in the poor/fair categories. (Distributions of non-applicable or no-response percentages are shown in Tables VII-55, 56, and 57.

TABLE VII-4. SPECIALISTS' EVALUATIONS ON "CHOICE OF REFERENCES" DIMENSION FOR BIBLIOGRAPHIES

SPECIALISTS' EVALUATIONS

Choice of References in reference list for Bibliographies (question 5c of Q4).



For reference listings supporting substantive papers, the Specialists' ratings (see Tables VII-55 and 56) were even more favorable, with 84 percent in the good/excellent range for Reviews and 65 percent, for Practical Guidance Papers. As shown later by the types of comments obtained from the Specialists, concern is often expressed for the omission of references important to the evaluator or for the general incompleteness of the listings. Several comments were made about the fact that only documents in the ERIC system were cited, particularly when authors or compilers themselves made frequent reference to this fact, as though it were a limitation.

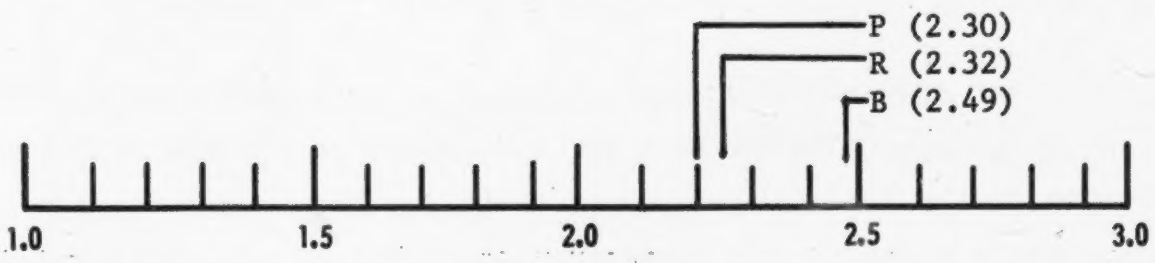
Discussion and Interpretation. General Survey participants were asked to evaluate the adequacy of the discussion of Reviews and Practical Guidance Papers for their purposes, and the usefulness of textual materials (annotations, abstracts, summaries, etc.) in Bibliographies. Choice points on the scales were different, as pointed out in Table VII-5.

TABLE VII-5. READERS' EVALUATIONS ON DIMENSIONS OF "DISCUSSION" FOR REVIEWS AND PRACTICAL GUIDANCE PAPERS AND "USEFULNESS OF TEXTUAL MATERIALS" IN BIBLIOGRAPHIES

READERS' EVALUATIONS

Discussion (question 10e of Q2-A). The discussion was:

Textual Materials (question 10d of Q2-B). The textual material (annotations, abstracts, summaries, etc.) was:



	1.0	2.0	3.0
Q2-A:	Inadequate for my purposes	Reasonably thoughtful	Very thoughtful
Q2-B:	Inadequate for my purposes	Moderately useful	Very useful

The overall means for the two types of substantive papers were 2.32 for Reviews and 2.30 for Practical Guidance Papers. Secondary Teachers were significantly above the Reference Mean for Reviews, with 2.65, and Elementary Teachers were on the opposite end, with 2.11. Special Educators, with 2.17, were significantly below the norm for Reviews.

For Practical Guidance Papers, Elementary Teachers, with a mean of 2.00, were again on the low end of the distribution in evaluating the thoughtfulness of the discussions. Researchers, with 2.14, were also lower than the norm, and significantly so.

The ratings for the usefulness of textual materials in Bibliographies indicate that these materials are useful. The importance of these bibliographic aids is underscored in many of the comments obtained from both survey groups.

A more in-depth view of the discussion/interpretation variable was obtained from Specialists. The results of this item on interpretation, defined as thoughtfulness, clarity, defensibility, and/or originality in drawing recommendations and conclusions, as shown in Table VII-6, are positive.

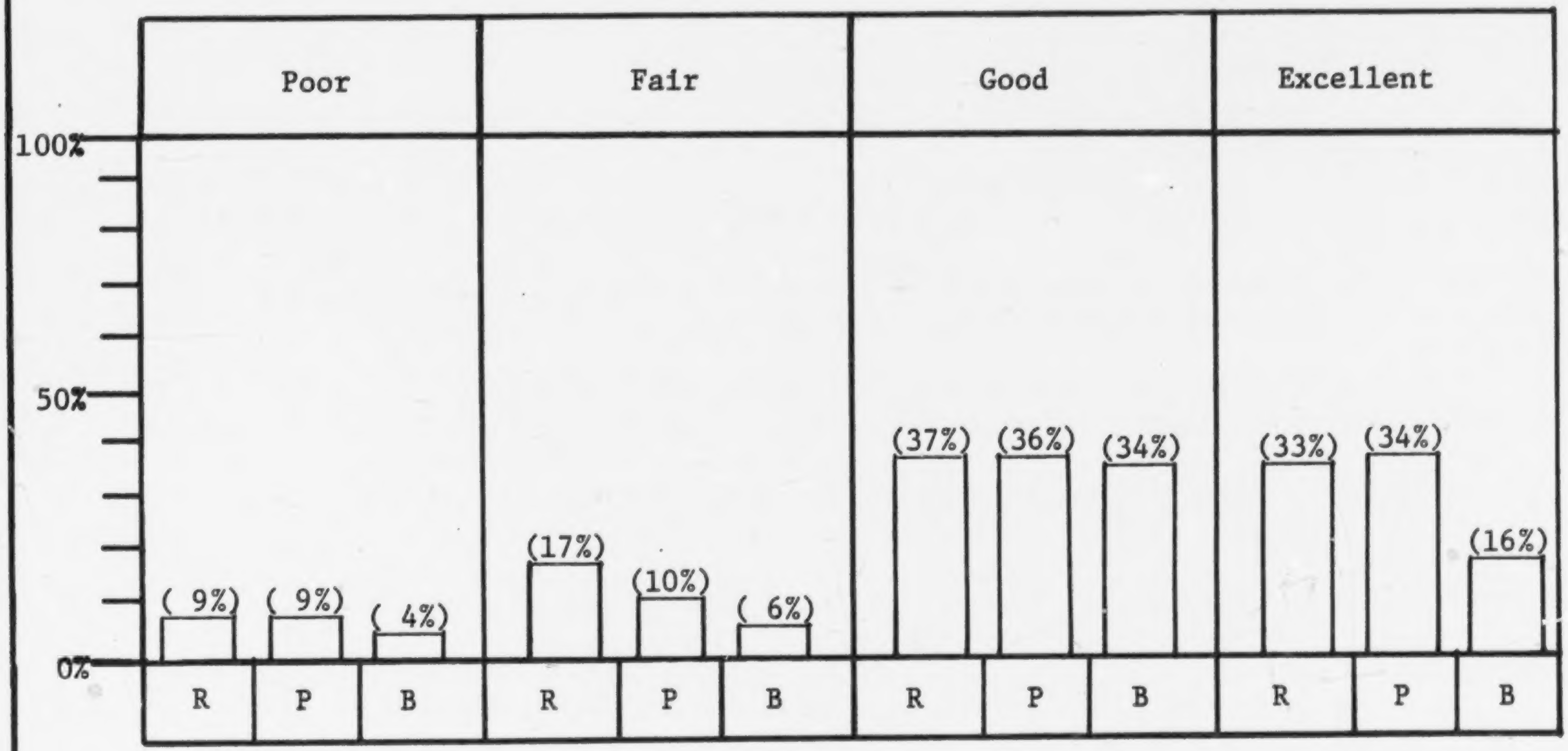
The interpretation item was seen by the Specialist group as most applicable to Reviews and Practical Guidance Papers. In 40 percent of the cases with Bibliographies, evaluators either did not feel that the item was applicable or simply did not respond; but, of course, not all bibliographies included discussions. Bibliographies that drew the most comments related to interpretation were usually those that included brief, introductory analyses or summaries.

Comments. For each product type, examples of pertinent comments are drawn from both survey groups. The numbers in parentheses at the end of the comments are references to the full bibliographic citations provided in Appendix A of this report. These comments are drawn out of context of the total evaluation of the document presented in Volume II and are provided only to illustrate interpretations of the questions and to show, within the context of overall favorable findings, some constructive criticisms for consideration in the preparation of future products.

TABLE VII-6. SPECIALISTS' EVALUATIONS ON "INTERPRETATION" DIMENSION BY PRODUCT TYPE

SPECIALISTS' EVALUATIONS

Interpretation (e.g. thoughtfulness, clarity, defensibility and/or originality in drawing recommendations and conclusions). (question 5f of Q4).



For Reviews:

- Limitation of sources to ERIC documents is recognized. (15)
- Does not clearly identify the most significant gaps in knowledge or practice and thus no desired leadership to future research or practice. (16)
- Given limited literature available, it was excellent...apparent inconsistency [in my responses] because had a great need for comprehensive study, and while document did not measure up, better than anything else available. (19)
- Useful for bringing together body of survey research material but... no critical analysis...non-critical surveys essentially mindless exercises. (20)
- Interpretation sound though speculative. (41)
- How appropriate for ERIC editor to prepare lead article, plus select reinforcing papers? (35)
- Length precludes in-depth discussion...as starting point, high marks; as an analysis, has some shortcomings. (49)
- A very fine paper that exhausts the subject, so far as I am aware. (55E)
- A contemporary document without some acknowledgement of previous considerations. (65)
- More practical information needed about implementation. (109)
- Clear but not thoughtfully defensible, according to my understanding of whole topic of differentiated staffing. (120)

For Practical Guidance Papers:

- Presents only one side of issue...view traditional and presents little new. (18)
- Programs thoughtfully and clearly explained...many new Federal programs not included. (4)
- Would like to have known dates of implementation of each project. So brief, it is most useful as a point of reference only, or for identification purposes. Interested in more information such as feasibility of projects. (5)

- A good springboard document that could get someone started on further reading. (27)
- A useful piece, somewhat lacking in musical sophistication, especially with regard to pitch.... (80)
- Biases of committee clear and well-stated; thus, recommendations easier to interpret. (133)

For Bibliographies:

- Material very incomplete; many worthwhile texts not included. (8)
- A bibliography of detailed bibliographies in these fields, containing reliable analytical reviews, would be more worthwhile. (9)
- Good on studies of schools done fairly recently. Short on classics and on non-education sources that could have theoretical application. (43)
- Comprehensive coverage. (79)
- Annotations succinct and informative...Particularly helpful. (86)
- Interpretation biggest weakness...some would have made it more helpful. (91)
- What was criterion for accepting/rejecting item in bibliography? (91)
- Most annotations short, but give reader clue as to what he will find in document. However, several merely give ERIC descriptors, which are not sufficient. (114)
- May need to cite items from the ultra-conservative side, for there are needed ideas from that side which teachers should be aware of. (122)
- This summary would give an inexperienced, beginning, or curious teacher a start. (128)
- Document has two main strengths: selection of references excellent; annotation thorough.... (130)

Some of these comments and criticisms on the three types of products are directed at selection; others at treatment. There are probably some biases of the evaluators in operation, but there are also clear indications that the criteria for selection and scope of coverage need to be stated more clearly in the documents. The document (or perhaps the descriptor system) should also indicate the rationale for particular levels of treatment, so that the document can be selected by the user and judged accordingly. Also, as suggested earlier, there is a need for textual materials (summaries and annotations) to accompany bibliographies. This conclusion is supported by the positive comments about those that do include them.

2. UP-TO-DATENESS

Up-to-dateness is difficult to assess. Publication lag time is a well-known problem in professional communication, but the information analysis product suffers another, even more serious problem: by its very nature, it requires existing literature from which to draw syntheses or bibliographic listings. Thus, a new source of delay is introduced into the publication cycle. A second problem in timelieness is that the longevity of product usefulness varies considerably; this introduces additional considerations, such as the rate of change in a field, and new versus old ideas. In deference to these complexities, and to the need for a fair assessment for the products in the sample, SDC's approach in phrasing the questionnaire item was to ask the evaluators to consider the up-to-dateness of each product at the time of its publication. This exacted a burden on the reader to step back in time and memory, but hopefully it precluded any automatic reactions of obsolescence to dates of 1969 and 1970.

As background data for further interpretation of the results of this question, data concerning "recency of reading" for both Specialists and Readers are presented in Table VII-7. (It is important to recall that the Specialists received complete copies of documents and were not expected to have read the documents prior to participating in the study.) These data suggest that use of the documents has been both recent and perhaps well prior to the study release. For both past and more current use, however, the data in Table VII-8 indicate that, on the whole, the products were considered up-to-date. Although the spread among Specialists, for the different product types, is more striking than it is for Readers, 70 percent of the Specialists' evaluations are still in the good/excellent range. Perhaps because they had the documents in hand, the Specialists tended to reflect (as shown in their comments) on the obsolescence of materials, or to suggest the need for immediate or periodic updating of certain products.

TABLE VII-7. RECENCY OF READING PRODUCTS REPORTED BY READERS AND SPECIALISTS

A. READERS	Reviews [N=957]	Practical Guidance Papers [N=456]	Bibliographies [N=501]
Within the past month	11%	13%	14%
Within the past 3 months	15%	21%	16%
Within the past 6 months	24%	24%	30%
More than 6 months ago	48%	40%	38%

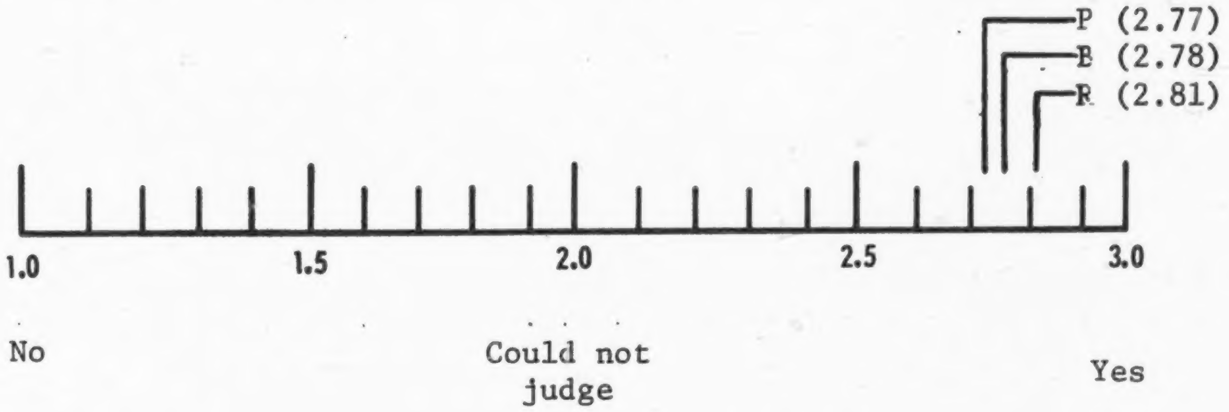
B. SPECIALISTS	Reviews [N=52]	Practical Guidance Papers [N=26]	Bibliographies [N=29]
Cannot recall	10%	12%	14%
Within the past month	0%	0%	7%
Within the past 3 months	10%	4%	7%
Within the past 6 months	17%	23%	10%
More than 6 months ago	64%	58%	62%

Certain user groups among the General Survey participants might be expected to have more stringent requirements for current materials. Two such groups, Researchers and Instructional Resources Specialists, were significantly above the mean for both Reviews and Bibliographies. For reviews, the means were 2.79 and 2.88, respectively; for Bibliographies, 2.72 and 2.78. In the analyses by general subject area, Reviews in the area of Special and Other Educational Groups, with a mean of 2.74, fell significantly short of the Reference Mean.

TABLE VII-8. READERS' AND SPECIALISTS' EVALUATIONS ON "UP-TO-DATENESS" OF ALL PRODUCT TYPES

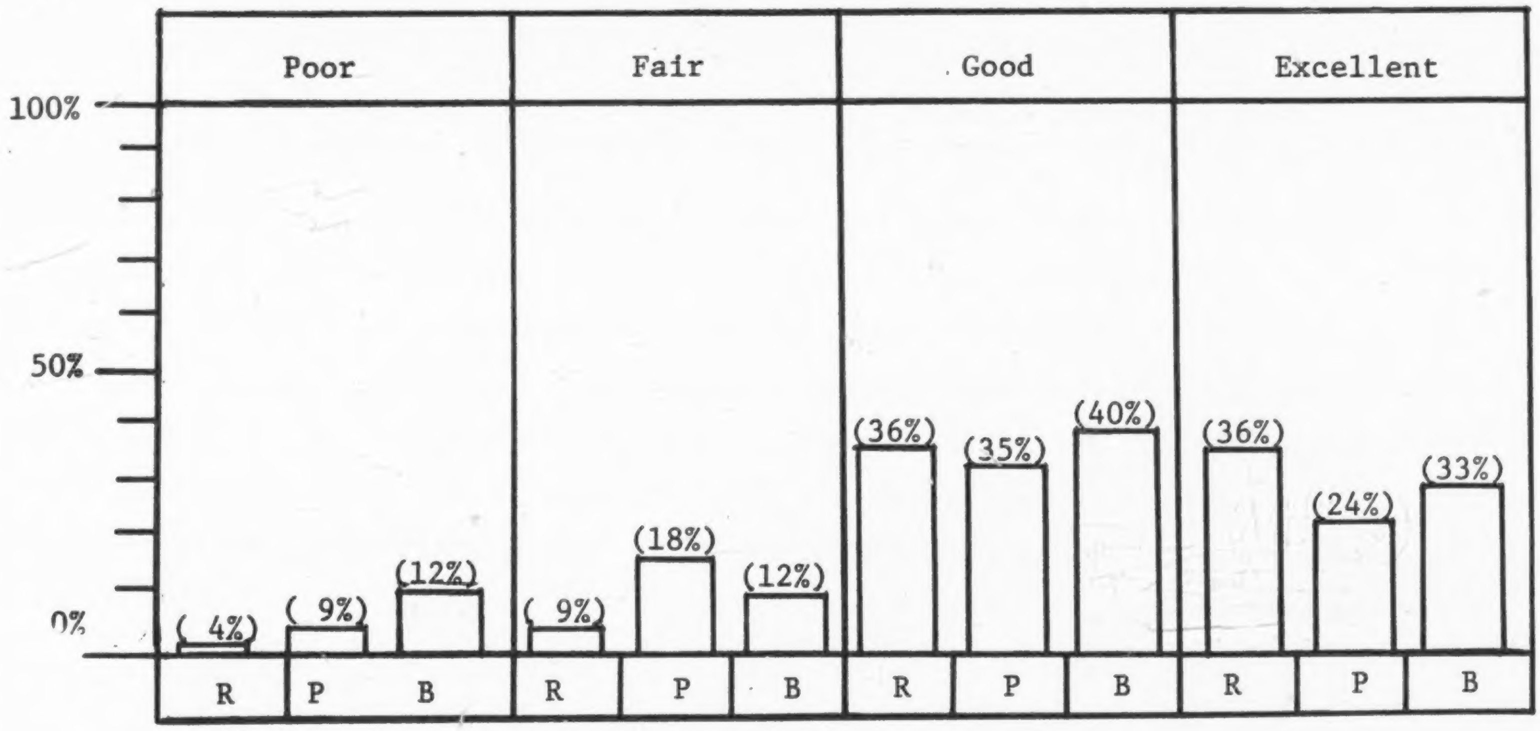
A. READERS' EVALUATIONS

Up-to-dateness (question 9 of Q2-A and -B). Do you feel that the material was up-to-date in its coverage of current research or practice, as of its publication date?



B. SPECIALISTS' EVALUATIONS

Inclusion of current, up-to-date information (question 5d of Q4).



Illustrative comments on the issue of up-to-dateness include:

For Reviews:

- Not up to date; did not include my own directly relevant research. (19)
- Most references old. (20)
- Same defects as all ERIC reviews I encounter...long lag time between appearance items...too much on what is already common knowledge. (51)
- Very timely article. Because of recent court rulings about termination of non-tenured faculty, recruitment becomes even more important, and an article reviewing literature since 1969 is needed. (73)
- Needs updating in 1972...already weak in 1969 on objective concerning foreign life-style and literature. (83)

For Practical Guidance Papers:

- Too much reliance on outdated, erroneous studies. Some very obsolete and inaccurate notions of "language." (1C)
- Undated. (2)
- Need current information on projects across country made available on frequent basis. (2)
- [an October 1969 document] One of the most useful documents ever read. (14)
- Such a document needs almost constant up-dating. (45)
- Publications of this type become dated too quickly. (92)
- Material one and a half to two years old at time of publication. (97)

For Bibliographies:

- Now out of date. (12)
- Useful reference and should be kept up-to-date for teachers. (39)
- Listings of documents very helpful...liked the use of fairly current research in this report. (61)
- Please get documents out closer to publication dates. (62)
- Build into up-dating service of some sort. (89)
- Must be updated from time to time. (94)
- Is quickly made obsolete by newer research. (124)

3. ORGANIZATION AND CLARITY OF WRITING

In Table VII-9, evaluation data are displayed on the organization of ideas for Reviews and Practical Guidance Papers and of references for Bibliographies. Both survey groups rated the organization as better than satisfactory. The difference in Reader data between Practical Guidance Papers (2.23) and Bibliographies (2.33) is significant at the .05 level. No important differences occur between subject areas.

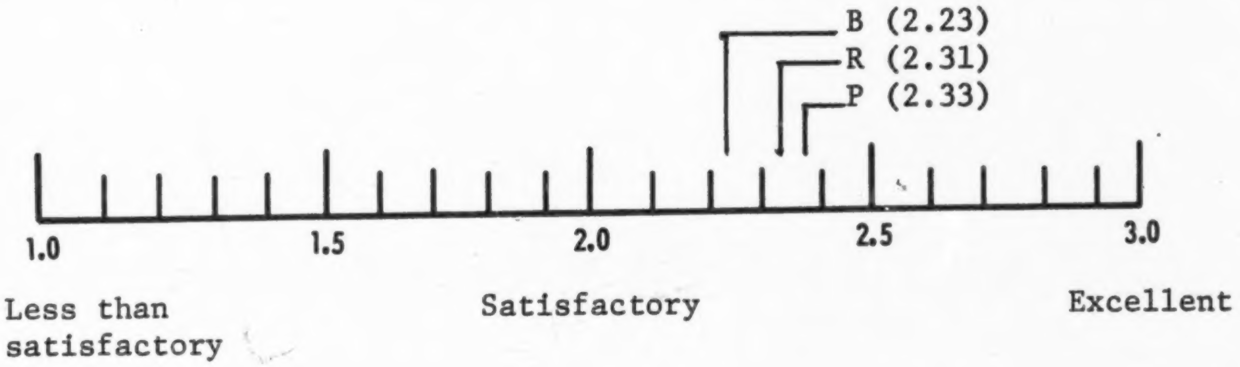
Table VII-10 shows the judgments on clarity of writing, which are quite positive. By recomputing the Reference Mean (as explained on page VII-6), the 2.63 reported for clarity of writing of documents in the Instructional Content area is significantly higher than the new reference mean of 2.48, and the 2.39 for documents in the area of Higher Education is significantly lower. In the nine cases of Elementary Teachers, their rating of 2.11 on clarity of writing for Reviews is low; Principals, with 2.75, had a significantly higher mean. For Practical Guidance Papers, Principals were on the low end, with a significantly different 2.18; and Secondary Teachers, with 2.80, were significantly higher than the mean.

TABLE VII-9. READERS' AND SPECIALISTS' EVALUATIONS ON "ORGANIZATION" DIMENSION FOR ALL PRODUCT TYPES

A. READERS' EVALUATIONS

Organization (question 10b of Q2-A). The organization was:

Organization (question 10b of Q2-B). The classification or organization of entries was:



B. SPECIALISTS' EVALUATIONS

Organization and representation of ideas (question 5g). For Reviews and Practical Guidance Papers.

Organization of bibliographic references (question 5h of Q4). For Bibliographies.

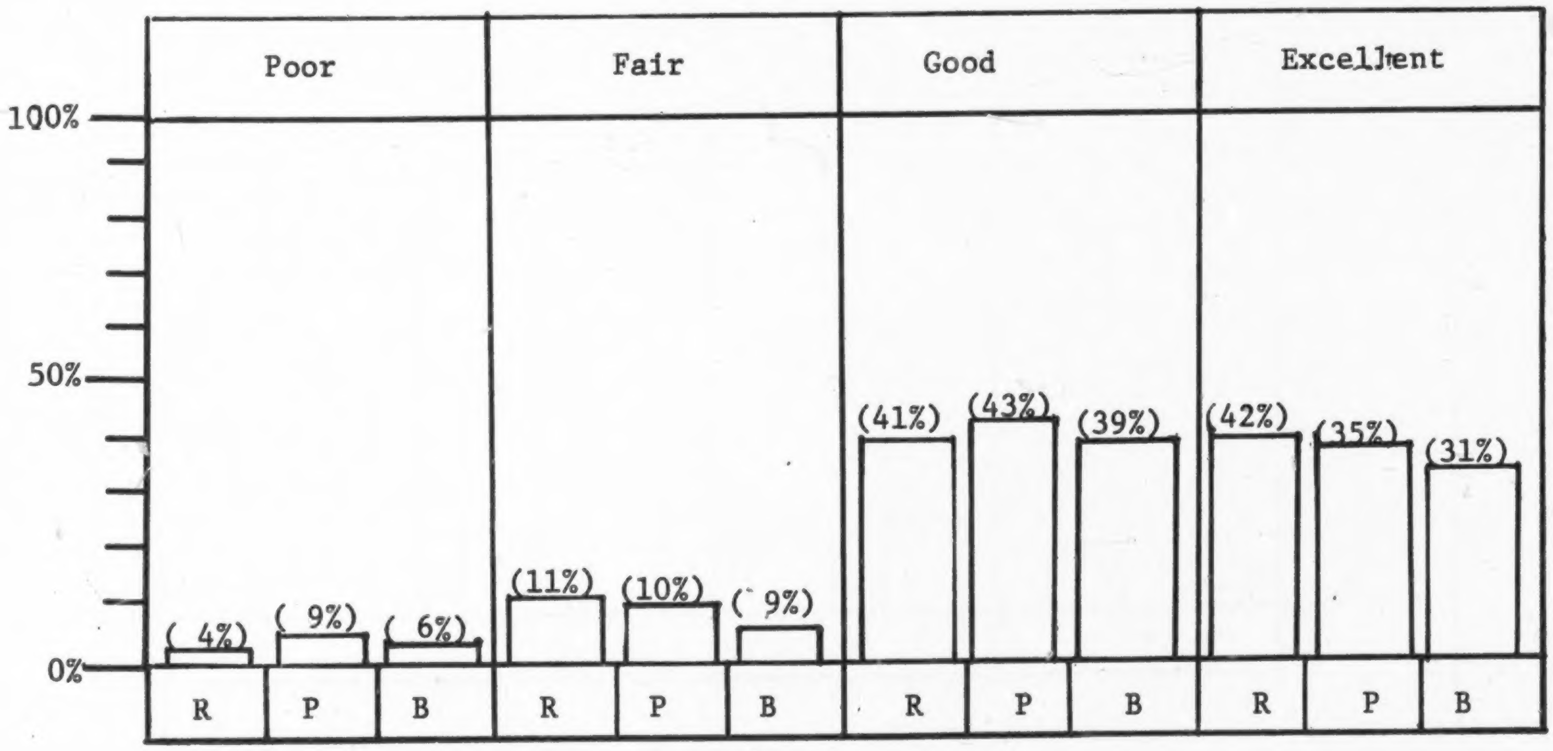
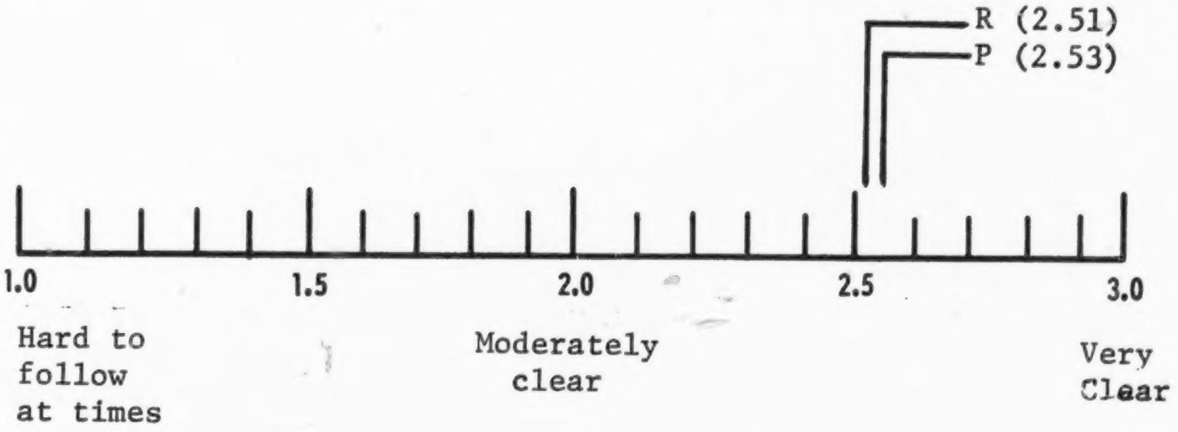


TABLE VII-10. READERS' AND SPECIALISTS' EVALUATIONS ON "WRITING" DIMENSION FOR REVIEWS AND PRACTICAL GUIDANCE PAPERS

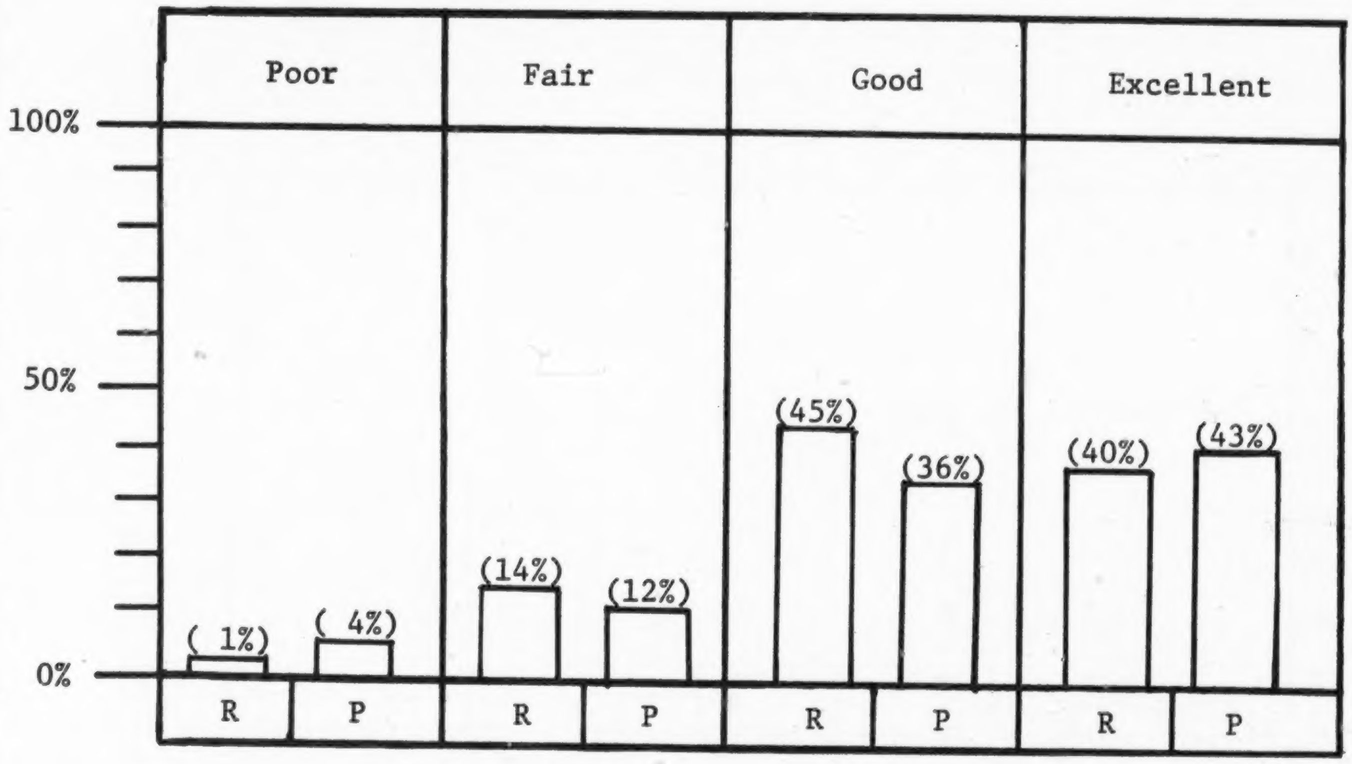
A. READERS' EVALUATIONS

Writing (question 10c of Q2-A). The writing was:



B. SPECIALISTS' EVALUATIONS

Clarity of Writing (question 5j of Q4).



Both product types fared well with the Specialists. Ratings in the good/excellent range were assigned to 85 percent of the Reviews and to 79 percent of the Practical Guidance Papers.

Selected comments regarding organization and writing components are given below.

For Reviews:

- Some redundancies in content. (35)
- Could be improved by arranging material according to some sort of sequence. (36)
- Would have been helpful to organize bibliography within categories presented by author. (41)
- Writing style casual and non-academic--makes for easy reading by general practitioners not technically trained. (46)
- Omits publisher, date, number of pages in bibliographic references. (47)
- Basic idea excellent and necessary but writing prosaic and dull. (49)
- Handling references alphabetically by title is awkward and slights the authors. (65)
- Well done, free from jargon. (65)

For Practial Guidance Papers:

- Topical organization of references would be better. (1A)
- Topical rather than alphabetic listing of references much more useful to teachers. (1C)
- Too much jargon, sentimentality. (2)
- At times writer appears to be "talking down" to some readers--just right for many who need it. (40)

- Contained several documents within one document...good. (40)
- Presentation of ideas graphically, as well as verbally, useful to enhance understanding...refreshing to find bibliography divided and interspersed through paper...most logical to place bibliographic reference adjacent to related material. Writing style makes content more easily understandable and even enjoyable. (112)

For Bibliographies:

- No excuse for very traditional topics under which language arts and reading texts are listed. (8)
- Clear writing, if somewhat mundane. (39)
- No system of organization of materials. (42)
- Would prefer them in alphabetical order by author. (62)
- Poorly organized...mixes units with teacher guides, ends with disorganized miscellany. (111)
- A good job; not cluttered by jargon. (123)
- Tone of much of this material too varied...sometimes objective/scholarly, sometimes almost folksy. (125)

Some of these comments concern format problems and the pre-publication editorial and review process. Responsibility for deficiencies in these areas is, of course, not that of the author alone.

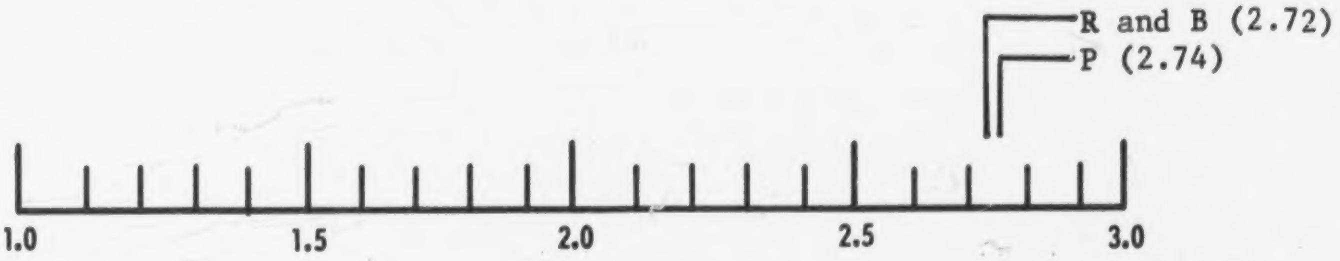
4. FORMAT

This element is peripherally related to the areas of organization and writing and probably involves the most concrete and distinctive aspects of quality. Evaluators were given guidance on interpretation, e.g., typography, physical layout, and illustrations, and they showed, through their comments, considerable interest in these aspects. Since the middle point on the evaluation scale--"did not contribute to readability and understanding (or use)"--represented a neutral or indifferent attitude toward the effect of the format, the data in Table VII-11 indicate that formats can and do

TABLE VII-11. READERS' AND SPECIALISTS' EVALUATIONS ON "FORMAT" DIMENSION FOR ALL PRODUCT TYPES

A. READERS' EVALUATIONS

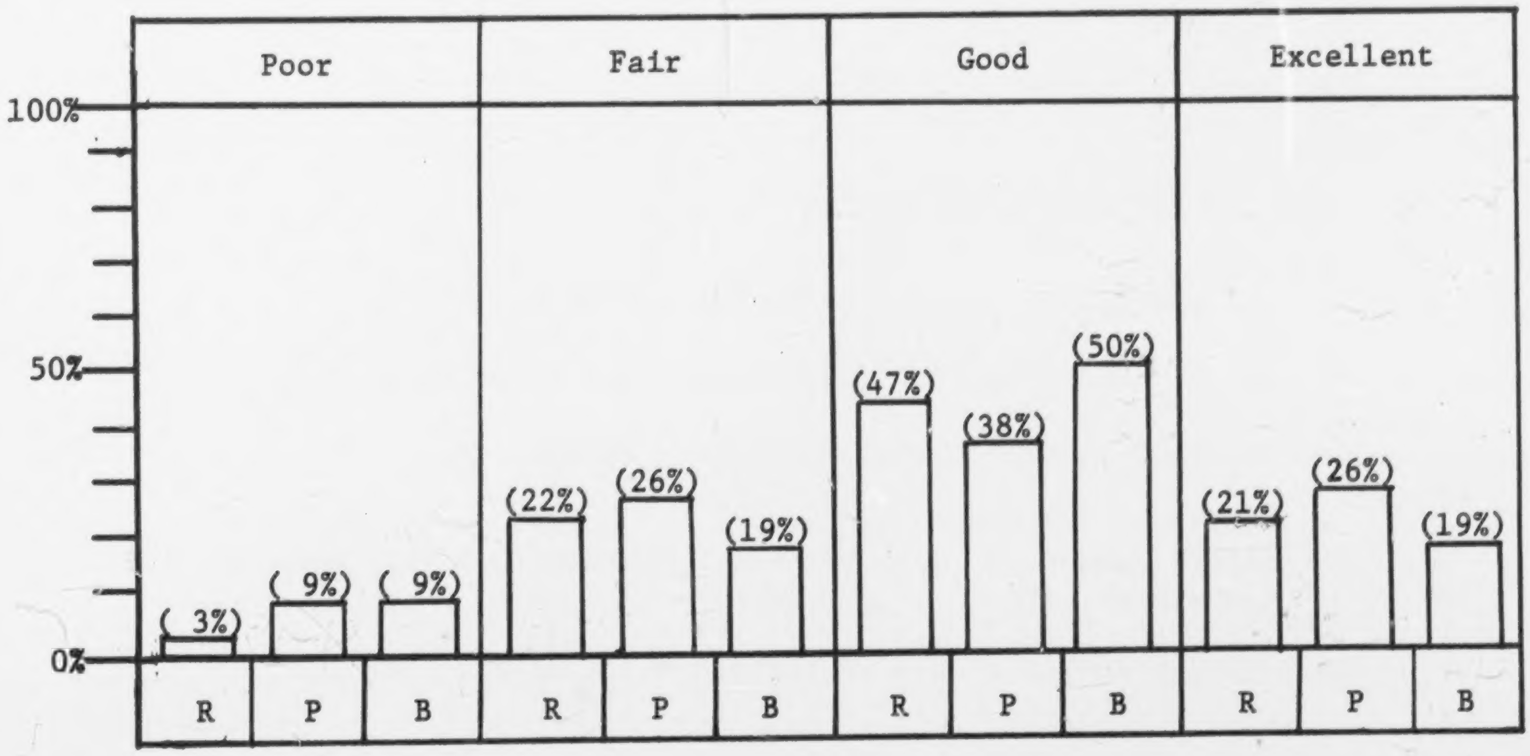
Format (question 10d of Q2-A and 10c of Q2-B). The format (physical layout, illustrations, typography, etc.).



	1.0	2.0	3.0
Q2-A:	Hindered readability and understanding	Did not contribute to readability and understanding	Was very helpful to readability and understanding
Q2-B:	Hindered use	Did not contribute to its usability	Was very helpful to its usability

B. SPECIALISTS' EVALUATIONS

Format (i.e., physical layout, illustrations, typography) (question 5i of Q4).



contribute positively to the perceived quality of the products. Readers were dependent upon their memories for answering this fairly specific question (although there was evidence from individual comments that many respondents had copies in hand when they answered the questionnaires). On the other hand, all Specialists had copies in hand and they distributed their ratings from fair to excellent.

The comments in this area are highly illuminating, particularly when viewed in relation to the specific products under study.

For Reviews:

- Some lines uneven; typing errors; type a bit small. (15)
- Sub-topic headings would have provided greater clarity. (34)
- Articles should be concluded without continuing to later pages. (35)
- Side heads would facilitate ease of reading. (37)
- Format section headings in bold or different type. (41)
- Could use more presentations via charts and graphs. (46)
- Stodgy and conventional looking...difficult to read because of squeezed typography. (66)
- Appears crowded...lacks illustrations. (108)

For Practical Guidance Papers:

- IRA publication earier to handle and work with. (1)
- Should make effort at uniform editions of publications. (2)
- Table of contents would facilitate usage. (4)
- Sectioned introductions present key questions or outline major ideas to be covered--helps in reading a very unattractive manuscript. (6)
- Outline format causes it to read a bit choppy. (26)

- Lack of paragraph headings and captions are a limitation and prevent maximum use of excellent materials. (40)

- Copy difficult to read...I believe that we need such a document but "Buyer Beware." (45)

For Bibliographies:

- Author index or combined analytical index would add to usefulness. (11)

- Inadequate margins top and bottom; looks cheap and makes reading difficult; change of type is poor. (12)

- Variation in margins and many pages not numbered. (18)

- Illustrations detract from document. (39)

- Needs cross-indexing by subject areas, as there is overlap in clearinghouse products. (86)

- Formidable format...many Title III ESEA proposal writers should, but would not, bother with it. (101)

- Format uninteresting, tedious, somewhat monotonous. (111)

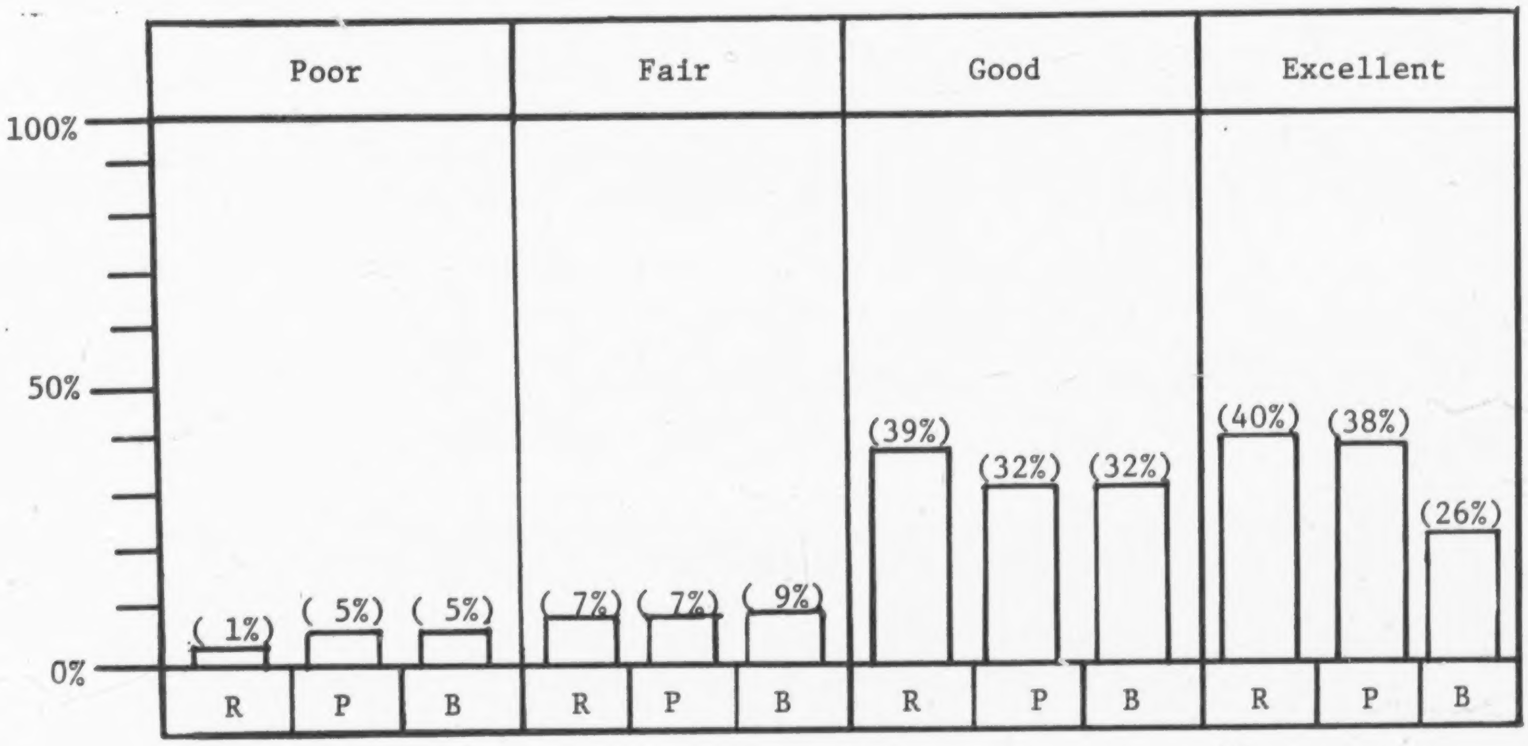
5. CHOICE OF AUTHOR AND ACCURACY IN REPORTING

These two more sensitive issues were addressed only by the Specialists. Table VII-12 shows that, in each case, 50 percent of the ratings were in the good/excellent categories.

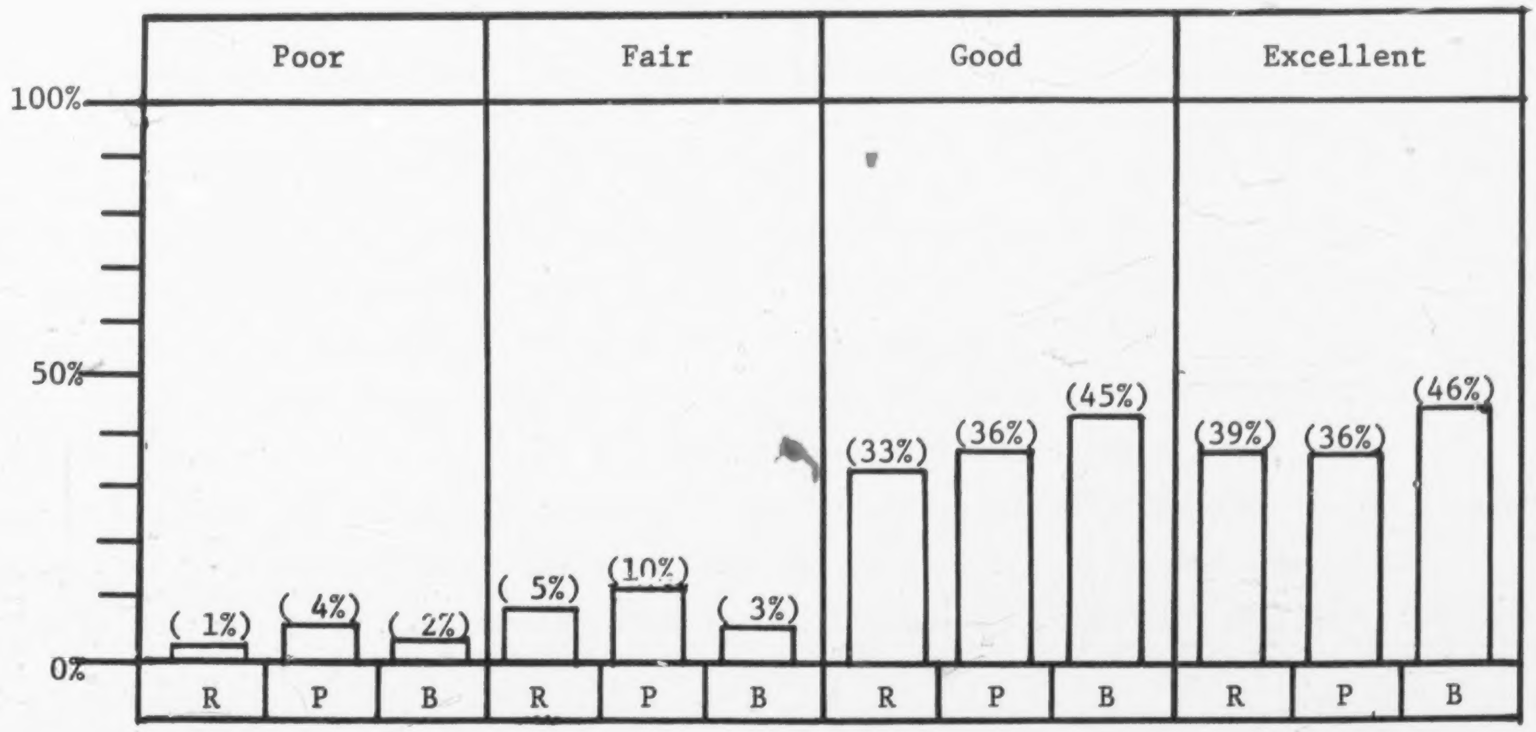
Evaluation of the choice of author presented Specialists with a difficult task. Those not familiar with the author based their ratings on the general quality of the job. Also, the questionnaire item was not structured to accommodate a more positive evaluation of one coauthor over another. Nevertheless, some evaluators indicated definite differences in their evaluations of two or more authors who were clearly identified as chapter or section writers. The question was not always seen as applicable in the case of bibliographies, particularly those where the compilers were not identified or were members of the clearinghouse staff.

TABLE VII-12. SPECIALISTS' EVALUATIONS ON "AUTHOR SELECTION" AND "ACCURACY" DIMENSIONS OF ALL PRODUCT TYPES

Choice of Author (question 5a of Q4).



Accuracy in reporting facts, events, and activities (question 5e of Q4).



Again, some of the comments aid in interpreting these ratings.

For Reviews:

- Author a recognized authority in this field of endeavor. (37)
- Although authors are both non-educators, have discussed a difficult subject in manner appropriate and useful....(38)
- Neither author has contributed significant publications on the topic...this may not be crucial, but national visibility might be helpful. (47)
- So much more should be said...leaves incorrect impression. (50)
- Do not agree with many distinctions drawn in this piece....(55D)
- Author informed, yet not a special pleader for FLES. (84)

For Practical Guidance Papers:

- Page dealing with language disadvantaged children filled with inaccuracies. (1A)
- Biased report; lacks relationship to practice. (25)
- Accurate, but not specific or complete enough. (26)
- Author probably the best person to write this report. (81)

For Bibliographies:

- I have never read anything by these authors in the professional literature. (8)
- Author very knowledgeable. (12)
- No author indicated. (111)

- A prestigious individual would have lent needed credibility to this highly sensitive topic. (114)
- Author a professional bibliographer...perhaps authority on topic would have been better choice. (115)

In general, few comments were made concerning inaccuracies in reporting; rather, they were targeted toward omissions or evidences of biases. The author-related comments are fairly typical of the range of opinions obtained.

C. EVALUATIONS OF DIMENSIONS OF UTILITY

The concept of utility is defined in this study by several types of items: relevance, need, degree of usefulness, and comparative usefulness. We used the definition, fully recognizing that utility might well be a simple outcome of quality, i.e., a quality document is a useful one. However, there are some indications, particularly with bibliographies, that use may be a fairly independent variable and that the need for a document on a particular topic may supersede the need for a quality document. This hypothesis has not been tested by any special analyses in this study, and pursuit of its validity must be left to some future study.

It is in this area of utility that the survey instruments diverge more widely in structure and content. Some of these differences are highlighted below:

- The item on use in the Users' Evaluation Questionnaire for substantive papers (Q2-A) inquires about degree of usefulness for various specified purposes. In the bibliography version (Q2-B), the item simply asks how the bibliography was used.

- In the Specialists' Questionnaire, the major item on use is posed after the Specialists have been asked whether they would recommend documents to colleagues. Since the Specialists were asked to imagine the variety of ways in which products might be used--not how they were used--the number of uses might be expected to be somewhat broader from this group.

There are, however, three directly comparable questions in the three evaluation survey instruments, on relevance, need, and comparative usefulness. In addition, we report data on potential relevance and need, a commonly phrased item for Non-users (Q3) and Non-readers (Q2).

1. RELEVANCE AND NEED

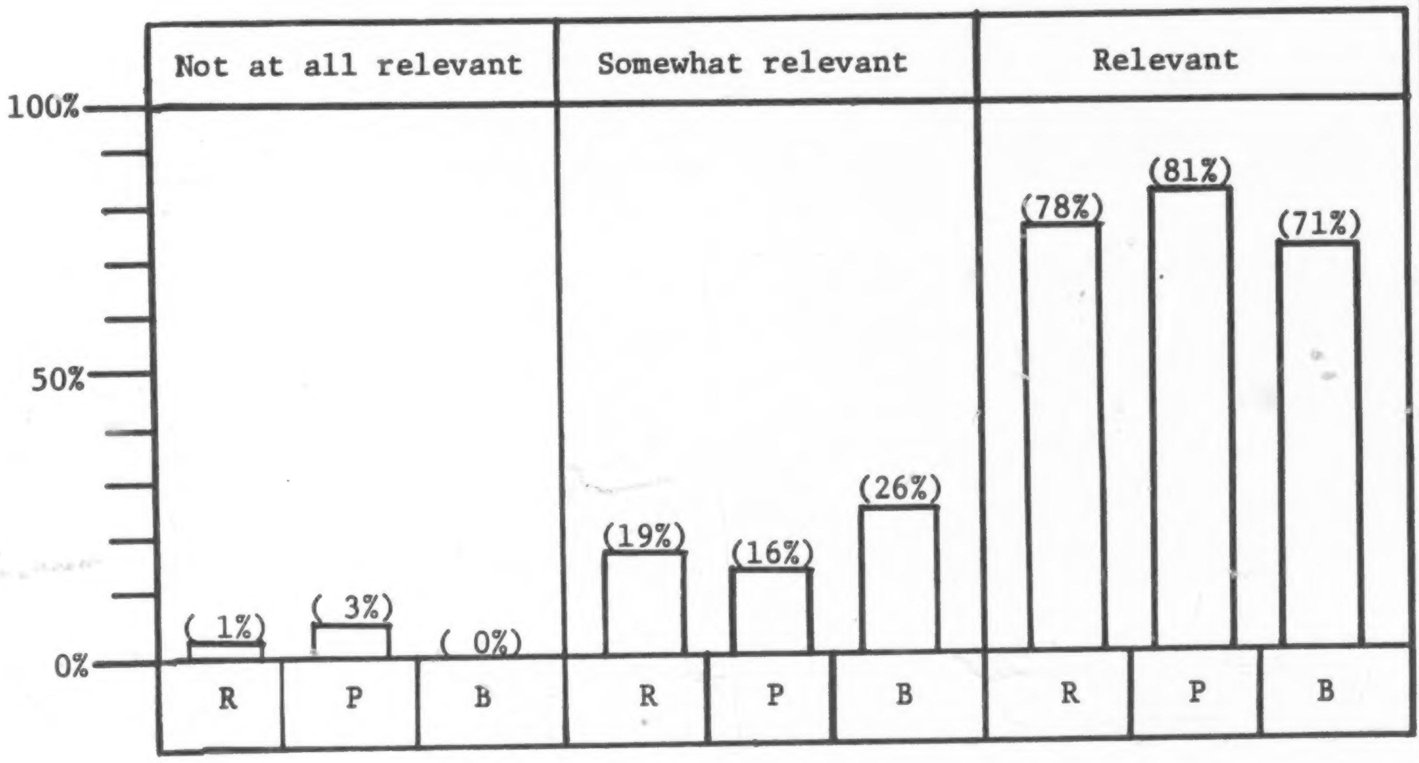
Specialists. For Specialists, the item on relevance was included as a test of validity for document assignments. On the assumption that a certain bias of indifference might enter into an evaluation of a non-relevant document, Specialists were instructed to return documents unevaluated if they were "not at all relevant". The "need" question was phrased in such a way as to obtain a general indication of the "sense of urgency" in the field for topics covered and by product types.

Data from Specialists for both questions are presented in Table VII-13. The high percentages on the relevant end of the scale support the validity of the document assignment process. Although presented in percentages, the results for the "need" question, when converted to means, indicate that Specialists believed the need to be generally greater than that recognized by the Readers, shown in Table VII-14. Means for Specialists are: 2.56 for Reviews; 2.43 for Practical Guidance Papers; and 2.48 for Bibliographies.

Reader, Non-Reader, and Non-User Data on Relevance. Ratings on the "relevance" question (see Tables VII-14 and 15) by General Field Survey participants are probably most useful as a measure of success in this study's document assignment procedures. Documents were assigned individually on the basis of general professional interest information (and other background data reported in Screening Questionnaire returns) and the respondents generally, and simply, indicated that they were reading or were potentially interested in products covering these areas. Further interpretation raises the issue of timeliness because, as pointed out by some respondents, what was relevant at the time of publication may not be relevant now, or vice versa. Also, respondents indicated that shifts in reponsibility and interests or new trends in their fields would affect the relevancy of documents over a period of time.

TABLE VII-13. SPECIALISTS' EVALUATIONS ON "RELEVANCE" AND "NEEDS" DIMENSIONS FOR ALL PRODUCT TYPES

Relevance (question 2 of Q4). How relevant is this document to your general professional interests?



Need (question 4 of Q4). As of the publication date, how great was the need in the field for a good document of this type on this topic?

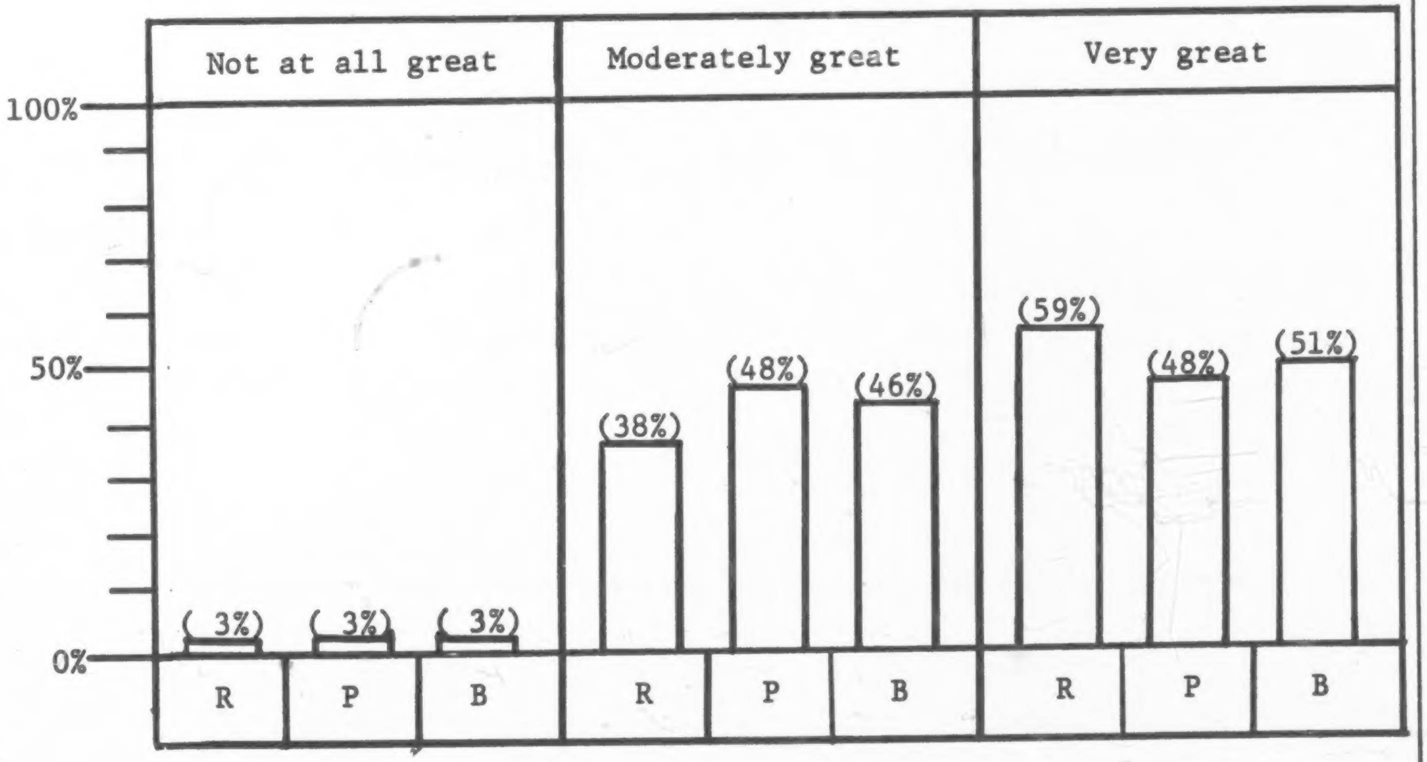
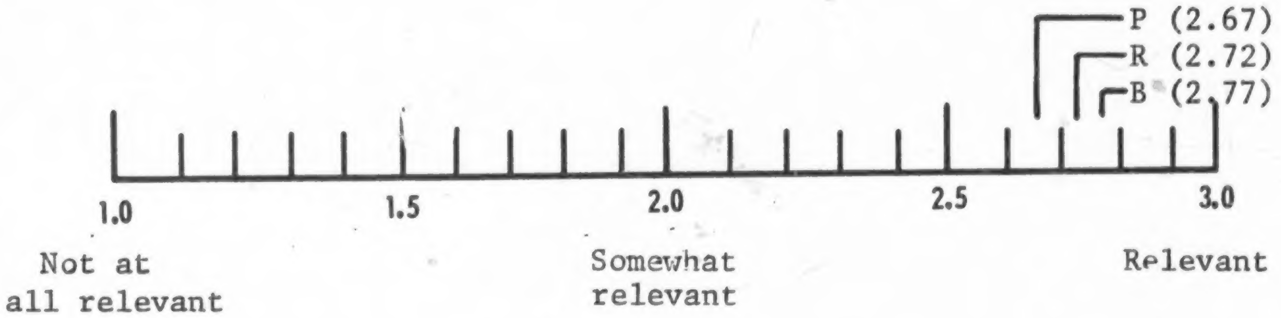


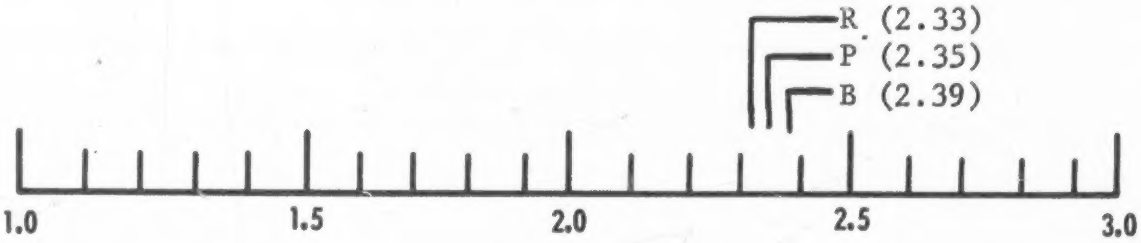
TABLE VII -14. READERS' EVALUATIONS ON "RELEVANCE" AND "NEED" DIMENSIONS FOR ALL PRODUCT TYPES

READERS' EVALUATIONS

Relevance (question 6 of Q2-A and -B). How relevant was the topic to your general professional interests?



Need (question 7 of Q2-A and -B). As of the publication date, how great was your need for a good document on this topic?



Not at all great:
I had no special
need for it.

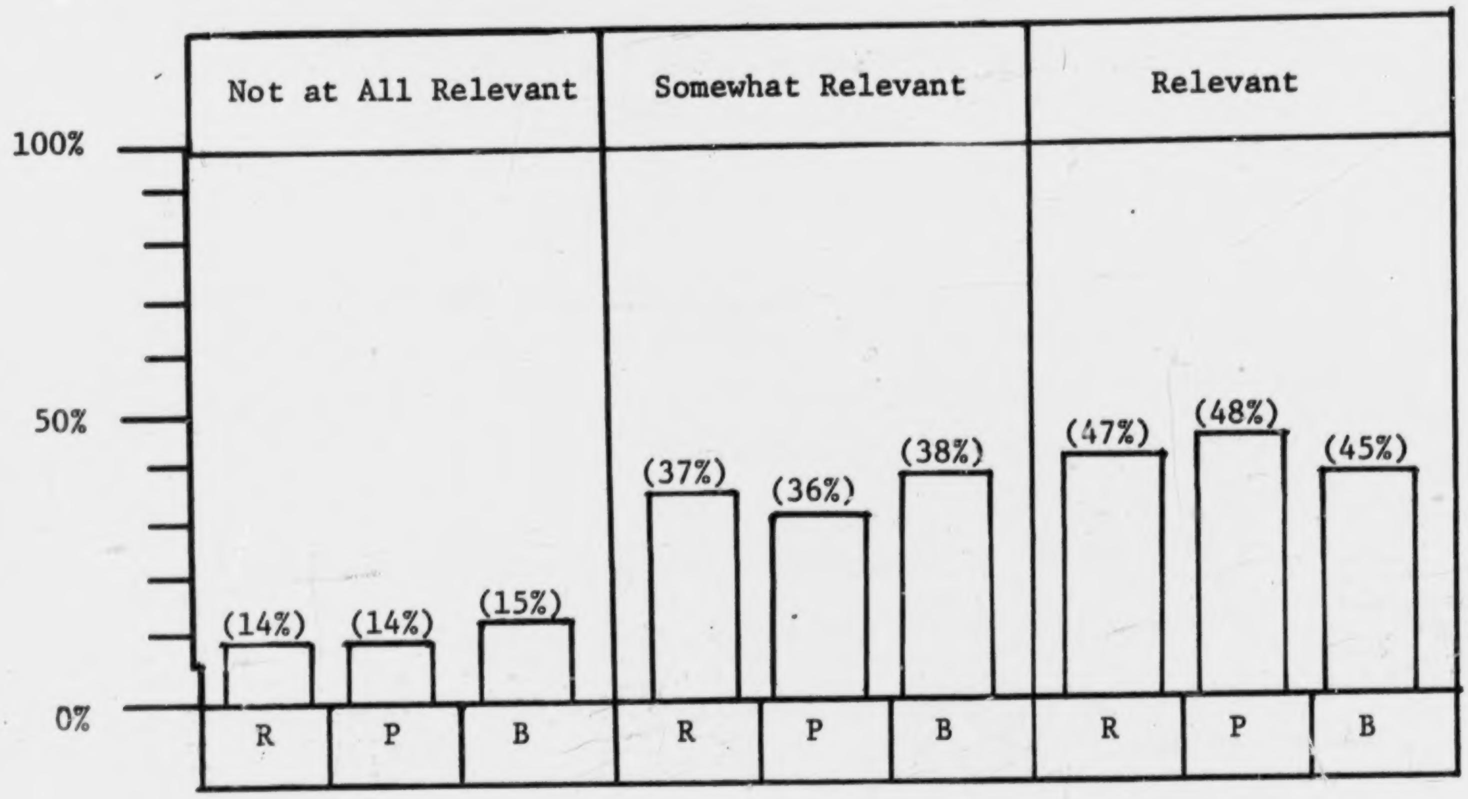
Moderately great:
The topic is of
continuing importance to me.

Very great:
I had an immediate
need for a document
on this topic.

TABLE VII-15. JUDGEMENTS ON POTENTIAL "RELEVANCE" OF DOCUMENTS REPORTED BY NON-READERS (Q2) AND NON-USERS (Q3)

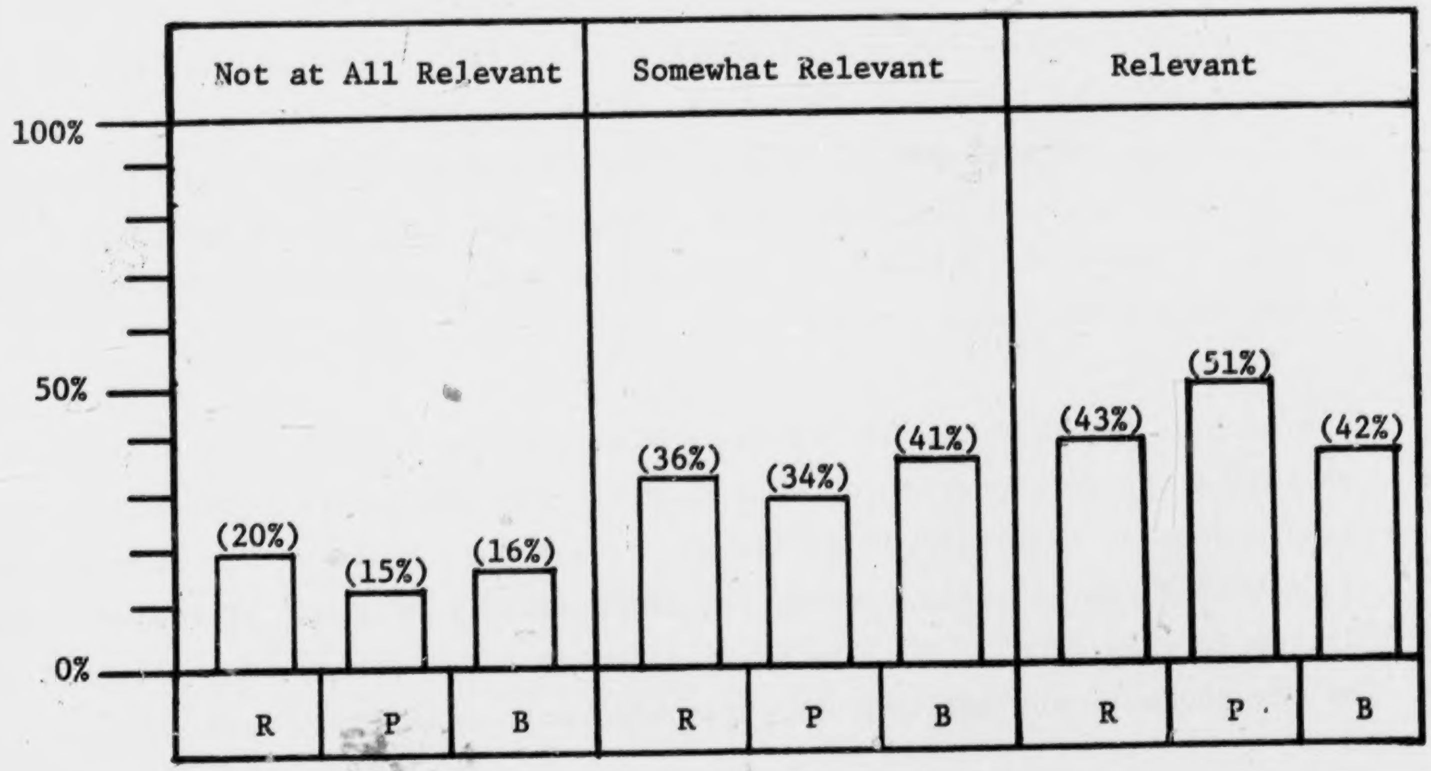
A. NON-READERS' (FROM Q2) EVALUATIONS

Relevance (question 2 of Q2 A and B). How relevant do you think this document might be to your general professional interests?



B. NON-USERS' (FROM Q3) EVALUATIONS

Relevance (question 2b of Q3). How relevant do you think this document might be to your general professional interests?



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Comments were not generally directed toward the issue of relevance, except by those respondents who had heard about a document but had not read or skimmed it. They indicated, for example, that they knew it was available if and when it became particularly relevant--or needed.

Reader, Non-Reader, and Non-User Data on Need. For purposes of this study "need" was defined as the sense of urgency for or timeliness of the products. The response-choice points to the question of "As of the publication date, how great was your need for a good document on this topic?" were:

- Not at all great; I had no special need for it.
- Moderately great; the topic is of continuing importance to me.
- Very great; I had an immediate need for a document on this topic.

Thus in a sense, the three-point scale contains two positive ratings and one negative, unless a policy statement commits the analysis effort toward more urgent topics, rather than topics of continuing importance in the field.

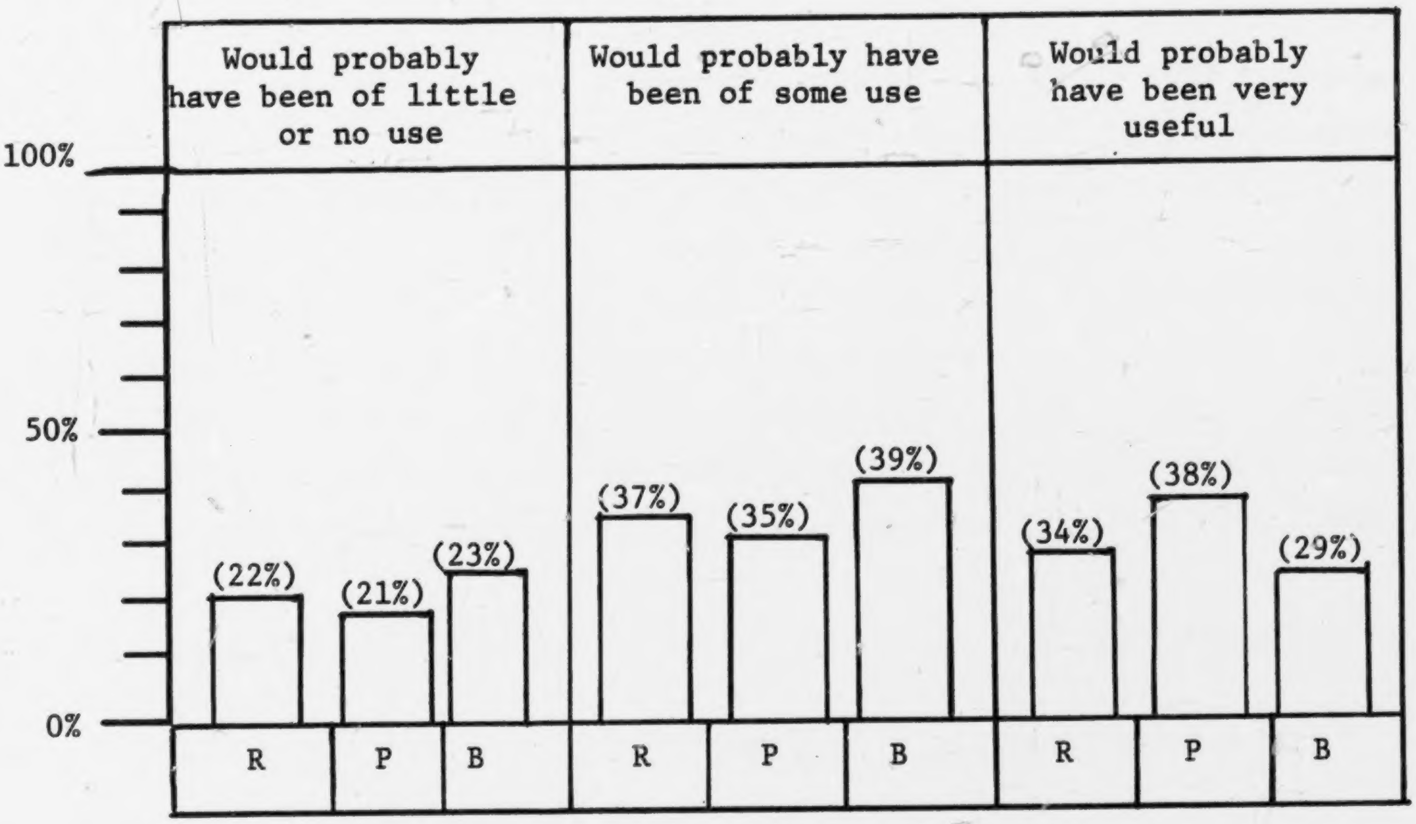
As shown in Table VII-14, there are no significant differences for Readers among product types, but the clustering of ratings toward middle-choice points suggests that products are judged as addressing topics of continuing importance in the field. Extensions of this interpretation could be made on the basis of assumptions about the respondent populations' less-urgent need for information or about the reliance of analysis products on somewhat well-established trends in research and practice.

The need by Non-readers and Non-users for products brought to their attention on this study is reported in Table VII-16. The similarity between the two populations is particularly striking. It suggests that the Non-user is, indeed, a "potential user," with information needs similar to those of the user population in this study. This interpretation is borne out in the following section on why products are not read by those who have heard about them.

TABLE VII-16. JUDGEMENTS ON POTENTIAL "USEFULNESS" OF DOCUMENTS REPORTED BY NON-READERS (Q2) AND NON-USERS (Q3)

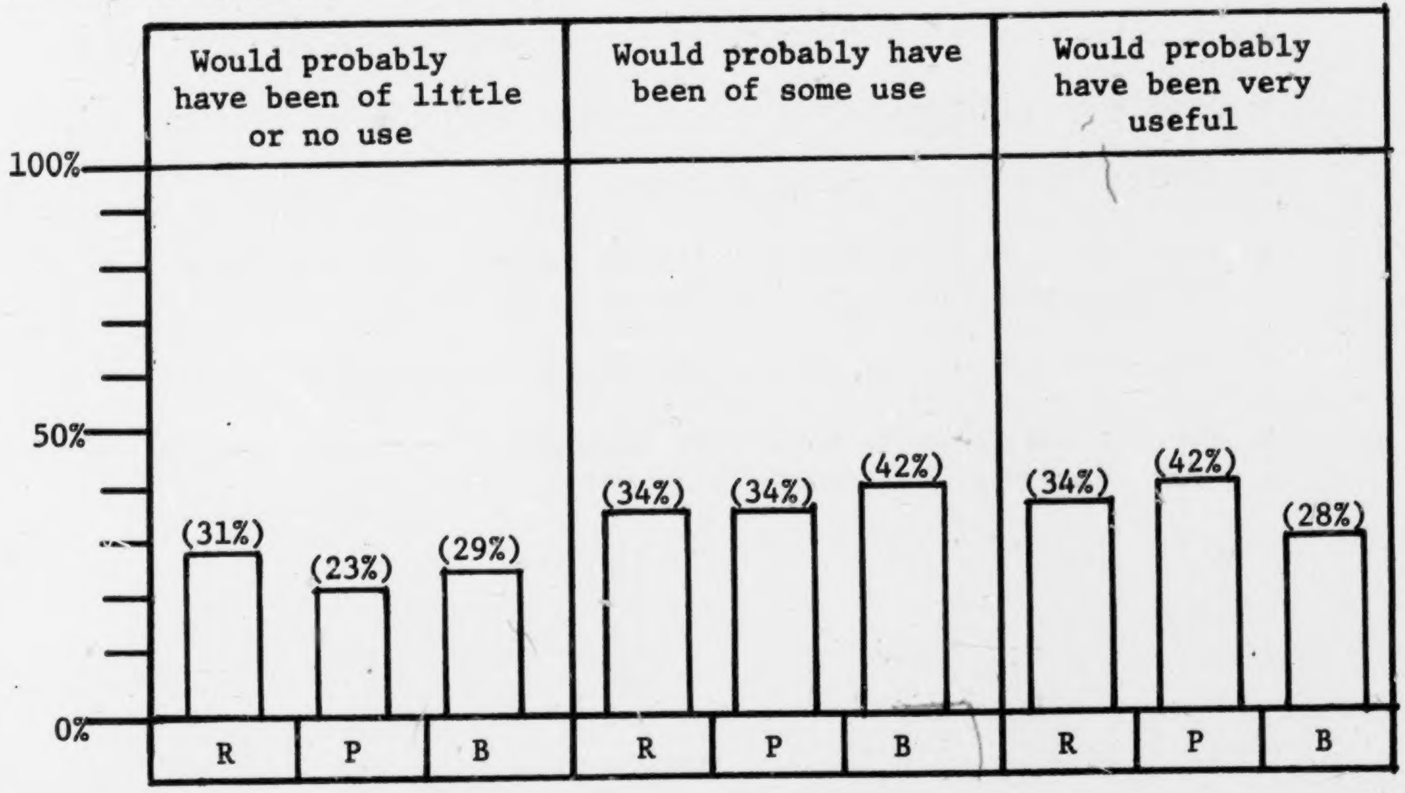
A. NON-READERS' (FROM Q2) EVALUATIONS

Need (question 3 of Q2 A and B). As of the publication date, how great was your need for a good document of this type on this subject?



B. NON-USERS' (FROM Q3) EVALUATIONS

Need (question 3b of Q3). As of the publication date, how great was your for a good document of this type on this topic?



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Reasons for not Reading. Beyond the issue of need and potential relevance is the question of why respondents, who reported having previously seen or heard about a document, had not read it. It is the population of Non-users that bears particularly close examination for drawing inferences about their being "potential" product users. Data on this question, shown in Table VII-17 are both dramatic and instructive. Non-users, who are presumably not well acquainted with the educational dissemination system, appear to believe that products are not readily accessible. Non-readers, however, report a variety of reasons for not reading documents. This latter group indicates some difficulty in obtaining copies but also shows some evidence of being more discriminating in what they do read. Also, their knowing about the availability of products may be sufficient, for they can read it when needed. Some of the Non-reader comments, cited below, obtained from this question help to illustrate further some "non-use" patterns.

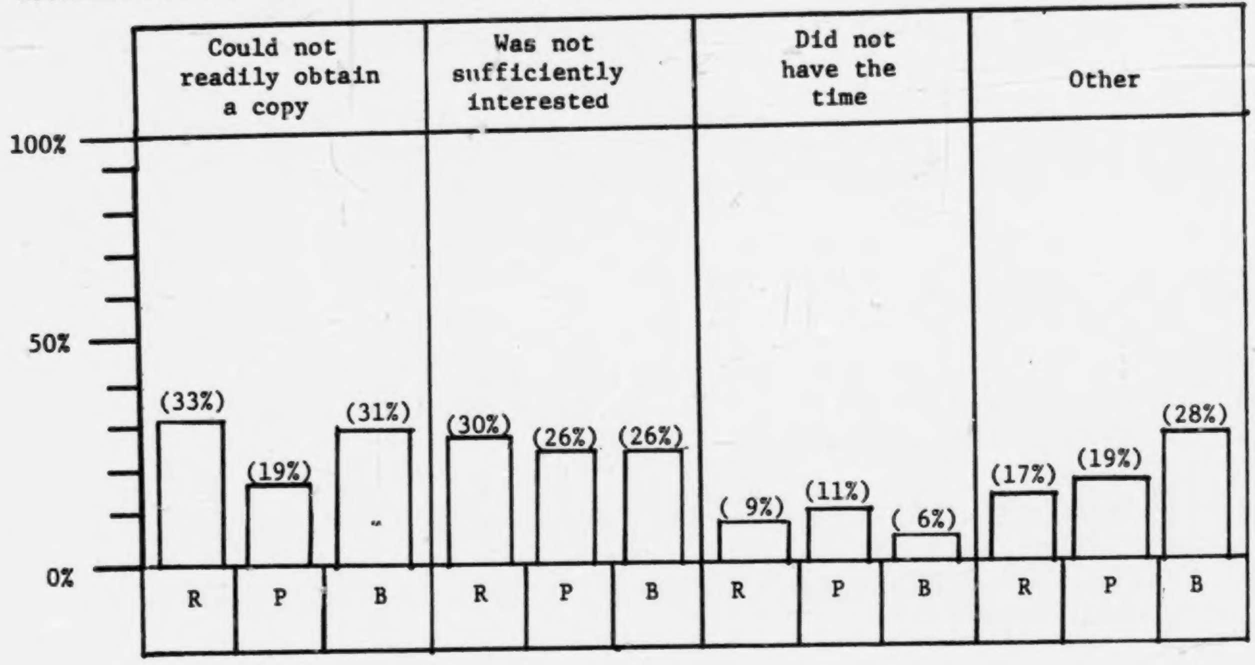
For Reviews:

- Had other priorities. (13)
- Postponed getting to it till strong interest had passed. (15)
- Loaned it to colleagues with specific interest in area. (16)
- I may have skimmed it...very difficult to recall all these documents. (23)
- Have used other ERIC documents on the same subject. (36)
- Read some sections. (37)
- Limited literature budget. (38)
- Have not made an effort to keep up in this research field...my professional area is now different. (41)
- Discussed paper with person who heard it presented. (41)
- Did not take time to seek out...a current awareness system needed... such as sending copies of fly sheets. (68)

TABLE VII-17. REASONS FOR NOT READING PRODUCTS PREVIOUSLY SEEN OR HEARD OF REPORTED BY NON-READERS (Q2) AND NON-USERS (Q3)

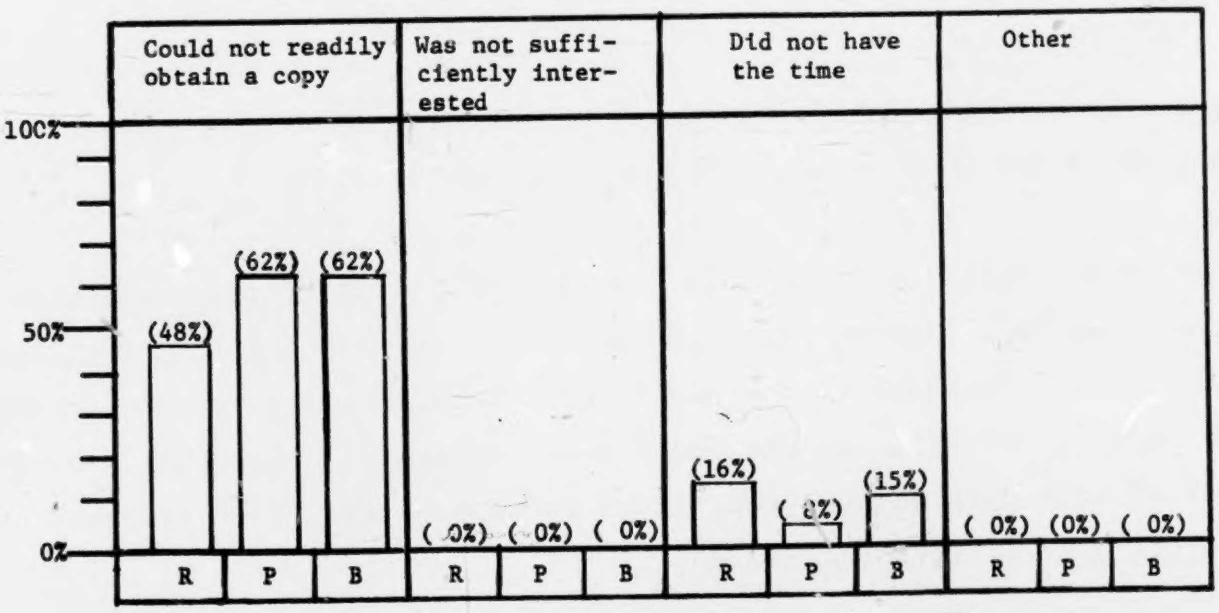
A. NON-READERS' (FROM Q2) EVALUATIONS

Reasons for not reading (question 4 of Q2 A and B). If you knew about the document but did not read or skim it, what reason(s) do you remember?



B. NON-USERS' (FROM Q3) EVALUATIONS

Reasons for Not Reading (question 4b of Q3). Had you heard about the document prior to receiving this questionnaire? If yes, why did you neither read nor skim it?



For Practical Guidance Papers:

- Have only recently developed a need for it. (3)
- Forwarded to Department Head. (6)
- Have no chance to change my laboratory. (81)
- Had other material on subject readily available. (81)
- We are reorganizing our Economics curriculum, but teachers did not want to use it, as Economics had been taught in our high schools as required courses for many years. (112)

For Bibliographies:

- Have seen no reference to this one, although I know earlier documents on disadvantaged. (28)
- Did not deal specifically with questions I had to answer. (31)
- Need better distribution and availability to the classroom teacher. (86)
- Had completed the bibliography when I came across this... used it to check my own list. (95)
- As I recall, procedure for getting copies was so complicated that I assumed the required time would not be worth the result. (103)

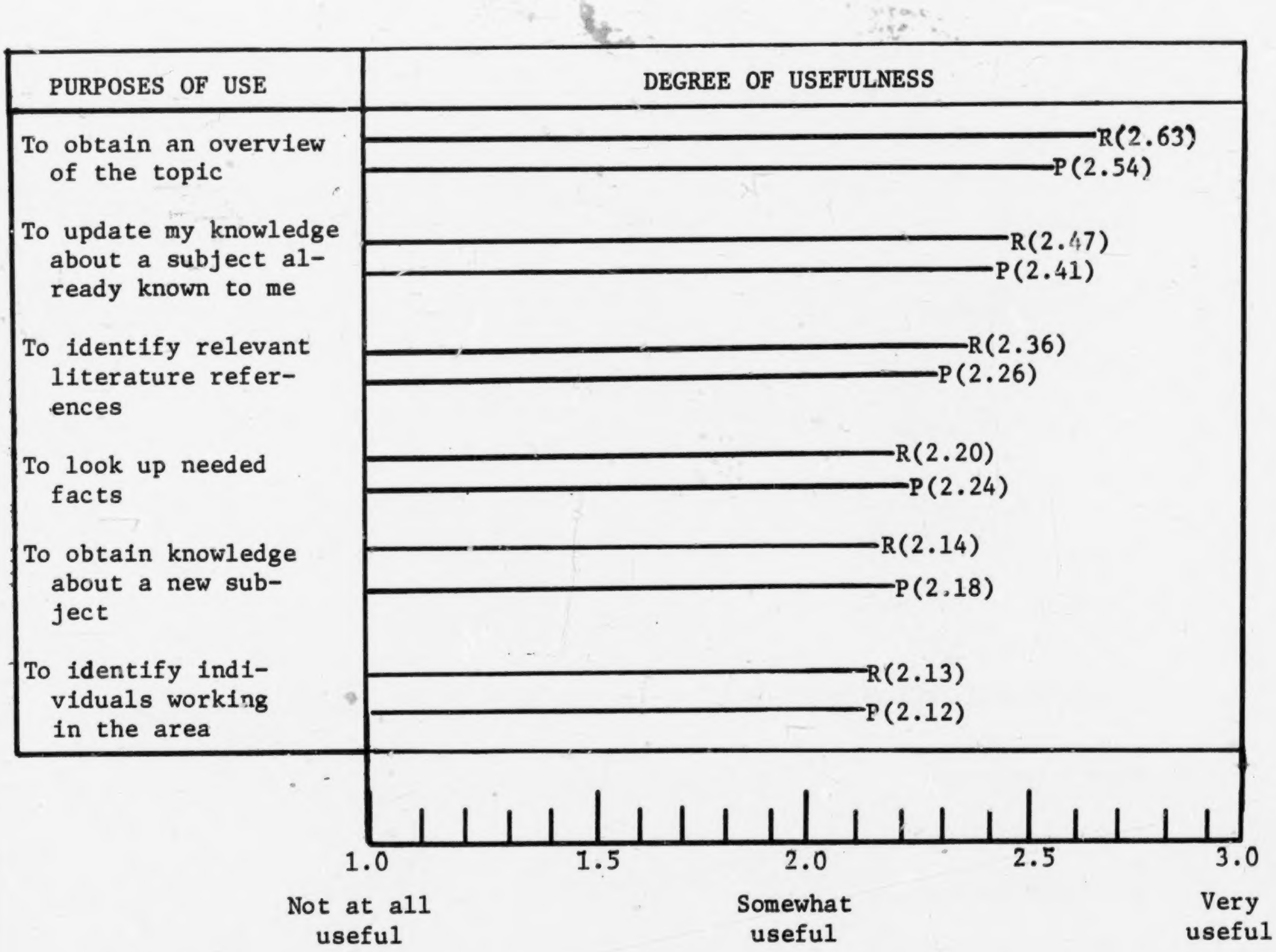
2. PURPOSES OF USE AND DEGREE OF USEFULNESS

Different purposes for which substantive papers were used by Readers, and their degree of usefulness, are reported in Table VII-18.

A problem in interpreting these data occurs as a result of the scoring on this particular question. The neutral response, "did not use for this purpose", was inadvertently included in the scale, and therefore, the results do not indicate clearly the relation between use and degree of usefulness. However, the order of uses does suggest that it is perhaps necessary to target documents for specific uses by intended audiences.

TABLE VII-18. READERS' EVALUATIONS ON "DEGREE OF USEFULNESS" DIMENSION FOR REVIEWS AND PRACTICAL GUIDANCE PAPERS

Degree of Usefulness (question 11 of Q2-A). Please indicate how useful the document was to you for each of the purposes listed. (If you did not use the document for a stated purpose, check the last column ["did not use for this purpose"].



Some differences occur by general subject area. For example, there are differences in the usefulness of Practical Guidance Papers for updating knowledge in the areas of Special and Other Educational Groups (with a mean of 2.50) and Higher Education (with a mean of 2.27).

Table VII-18 shows the response percentages in descending order of frequency, not as the choices appeared in the questionnaire. It is interesting to compare this order (from the first, "to obtain an overview", to the last, "to identify individuals") with patterns within user groups. In the display below, variations in the order of use for the overall population are indicated for particular user groups.

For Reviews	Researchers	Elem. Teachers	Supt.
Obtain overview	1	1	1
Update knowledge	3	2	2
Identify literature	2	3	3
Look up facts	5	3	4
Obtain new knowledge	6	2	5
Identify individuals	4	4	5

For Practical Guidance Papers	Researchers	Elem. Teachers	Supt.
Obtain overview	1	1	1
Update knowledge	2	1	2
Identify literature	4	2	3
Look up facts	3	1	5
Obtain new knowledge	5	3	4
Identify individuals	6	3	5

Researchers differed slightly and in expected ways, in their uses of Reviews; they used these products first to "identify literature" and second to "obtain overview". The most interesting differences occur with Elementary Teachers, who appear to use both Reviews and Practical Guidance Papers in differenct ways, i.e., Reviews, "to obtain new knowledge", and Practical Guidance Papers, "to look up facts".

The potential usefulness of products is reported for Specialists in Table VII-19. Specialists were first asked to indicate if they would recommend products to their colleagues, and the usefulness data represent only those cases in which the response was "yes". The high yes-response rates are shown below:

Reviews	191 (92%)
Practical Guidance Papers	78 (83%)
Bibliographies	114 (88%)

Specialists agreed with Readers that the principal usefulness of the substantive papers was in oabtaining an overview of a topic. The order (looking just at percentages in the "very useful" column) varies from that point on, partly due to the addition of a new category, "obtain practical guidance," but also because of an apparently differenct perspective on the the usefulness of the products for obtaining new knowledge. This perspective from the Specialists, perhaps, helps to clarify the results from Readers. The products may very well be useful for obtaining new knowledge, and Readers in general, may simply not be using them in that way.

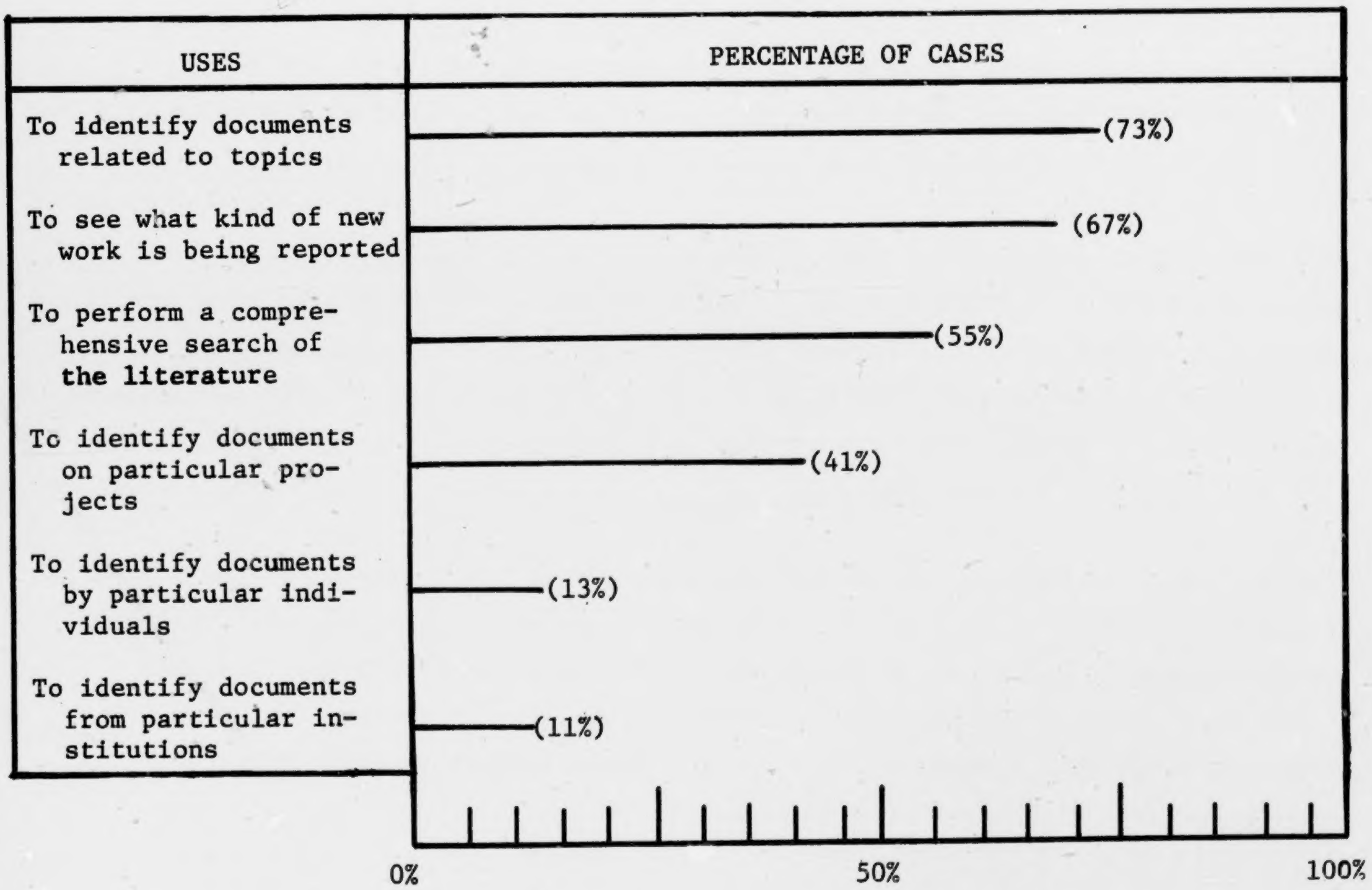
As noted earlier, Readers were asked to indicate their use of Bibliographies from a simple checklist. Their responses are represented in Table VII-20. Although the sequence is not particularly surprising, it demonstrates some priority needs and uses of this product type.

TABLE VII-19. POTENTIAL USES OF THOSE PRODUCTS RECOMMENDED TO COLLEAGUES BY SPECIALISTS

Purpose of Use	Not at all useful			Somewhat useful			Very useful		
	R	P	B	R	P	B	R	P	B
Obtain overview	1%	4%	7%	20%	24%	27%	80%	72%	61%
Look up facts	12%	17%	20%	56%	47%	47%	31%	36%	29%
Identify relevant literature	3%	17%	0%	32%	32%	28%	64%	46%	71%
Identify individuals or institutions	8%	21%	5%	41%	32%	49%	51%	42%	46%
Update knowledge	8%	9%	9%	47%	45%	45%	45%	44%	44%
Obtain new knowledge	11%	12%	17%	36%	39%	48%	51%	50%	30%
Obtain practical guidance	9%	5%	19%	45%	26%	40%	44%	69%	38%
Other	0%	0%	0%	1%	4%	1%	6%	8%	5%

TABLE VII-20. READERS' REPORT ON USE OF BIBLIOGRAPHIES

Use (question 11 of Q2-B). Please indicate how you used the document:



The substance of these uses is more clearly understood from comments by Readers. These are included in Section D on "impact".

3. COMPARATIVE USEFULNESS

Percentages from the Specialists were converted to means in order to highlight comparisons with Readers on this summary question. Results from both survey groups are presented in Table VII-21. Although Specialists were not as positive, the total picture is very favorable, particularly given the assumption that Specialists were indeed familiar with "documents of the same type."

The most striking difference lies in the significantly higher evaluation of bibliographies by the Reader Group. This 2.70 can be interpreted to mean that among the available bibliographies, NCEC-produced ones are particularly useful. It might also suggest that NCEC units are principal suppliers of this particular product type, whereas, they have more serious competition from other sources for the other two product types.

For Reviews, the high and low groups are the Special Educators (2.83) and Counselors (2.40). Elementary Teachers were also low, with 2.44. For Practical Guidance Papers, the high and low groups are College Adminstrators (2.79) and Counselors (2.24), respectively. For Bibliographies, the Special Educators were also high with a mean of 2.94, and Vocational Educators and Other Administrators, with means of 2.40 each.

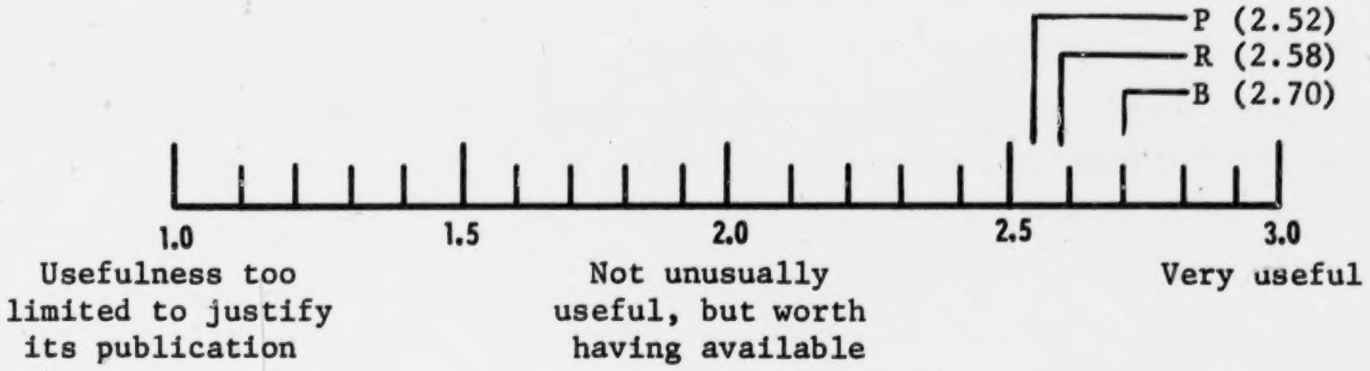
Few comments pertained specifically to this item. In some instances, respondents indicated "I know of no document that is comparable to (a PREP Report) (Teaching Exceptional Children Journal)."

TABLE VII-21. READERS' AND SPECIALISTS' EVALUATIONS ON "COMPARATIVE USEFULNESS" OF PRODUCTS

6

A. READERS' EVALUATIONS

Comparative usefulness (question 13 of Q2-A and Q2-B). In general, how would you compare this document with other documents of the same type?



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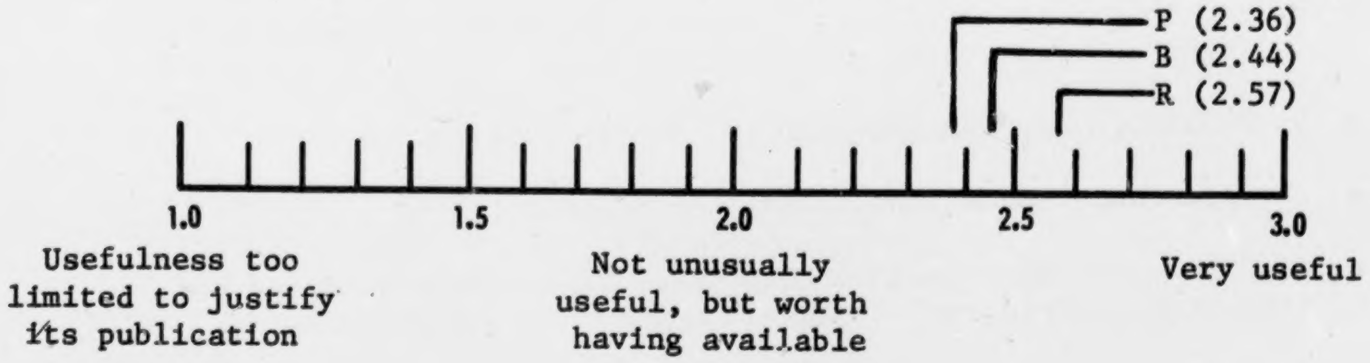
B. SPECIALISTS' EVALUATIONS

Comparative usefulness (question 7 of Q4). In general, how would you compare this document with other documents of the same type?



D. EVALUATIONS ON THE DIMENSION OF IMPACT

The impact question was addressed as an extension of the utility dimension. It was handled in two ways to accommodate differences between the two major types of products. For substantive papers (Reviews and Practical Guidance Papers), the questionnaire item was: "As a result of reading the document, did you use the information or the document in any of the following ways?" For Bibliographies, the issue was treated in a format-related way. The item was: "As a result of using this document, did you examine any of the documents cited? If yes, was the content of the document(s) what you had been led to expect by the content of the bibliographic reference(s)?"

Results for all product types are displayed in Table VII-22. (Specialists were not asked to respond to an impact-related question because their assigned role was once-removed from that of the general user.) The most frequently reported impact was one of general application to work. Practical Guidance Papers were used slightly more as a source for imparting advice to others, and for making decisions. The most supportive finding for the quality judgments just discussed is the high percentage of cases in which documents were passed on to colleagues to read.

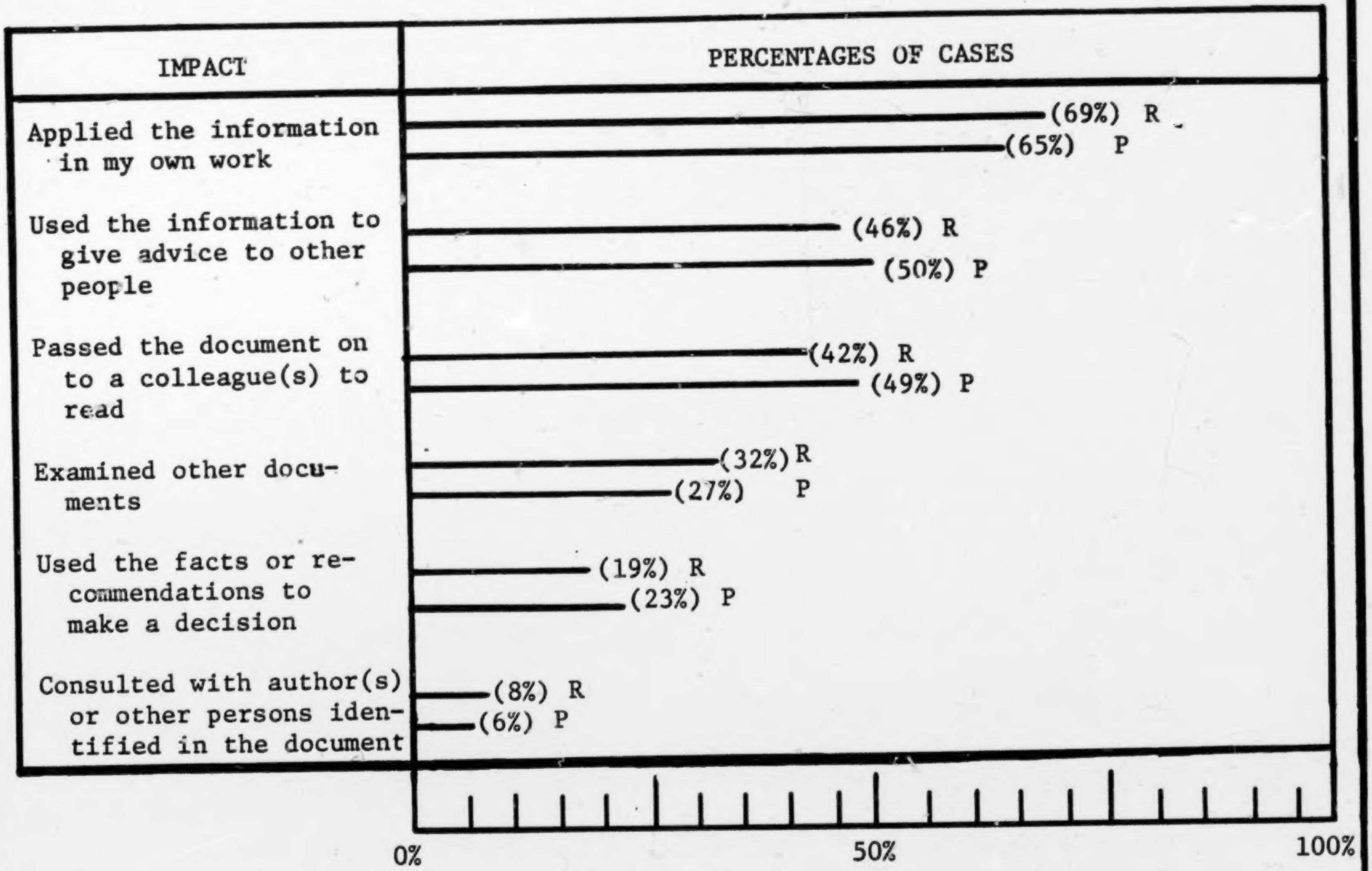
The strongest indications of impact came from comments by Users. Examples of these are presented below.

For Reviews:

- Helped in providing technical assistance to several community colleges and university extension divisions. (15)
- Used data to develop and plan residential institute. (16)
- Used in adult educational class and seminar. (19)
- Used in advising researchers in developing research design for improving professional training programs for adult educators. (19)

TABLE VII-22. READERS' REPORT ON "IMPACT" DIMENSION FOR ALL PRODUCT TYPES

Impact for Reviews and Practical Guidance Papers (question 12 of Q2-A). As a result of reading the document, did you use the information or the document in any of the following ways?



Impact for Bibliographies (question 12 of Q2-B). As a result of using this document, did you examine any of the documents cited?

YES = 76%

If yes, was the content of the document(s) what you had been led to expect by the content of the bibliographic reference?

YES = 73% NO = 27%

- Found helpful for my own information. (23)
- Used it as a basis for helping teachers to analyze their behavior. (35)
- Helped me think through ideas about writing own paper on topic. (37)
- Useful for self-evaluation. (41)
- Helped provide background for work on Governor's commission. (46)
- Our department is redesigning the curriculum for school administrators, and this document helped form my judgments regarding curriculum matters. (53)
- Helped in aspects of dissertation. (59)
- Gave background for design of a vocational education program. (139)

For Practical Guidance Papers:

- Used in my work in new Title III reading project. (1)
- Helped me prepare for working with teachers on the state of the art in teaching disadvantaged. (3)
- Recommended to V.P. for consideration in staffing. (4)
- Was helpful in training project staff members in Title III project. (40)
- Very useful for training teachers. (63)
- Used to place children in a variety of reading materials...quick reference for me. (92)
- Was able to select and order samples of curriculum guides for reference for myself and my school. (133)

For Bibliographies:

- Provided stimulus and interest as well as knowledge enabling teacher to utilize creative writing with remedial reading youngsters. (8)
- Extremely helpful in graduate studies in the education of adults. (12)

- Invaluable in developing R & D projects, in designing educational conferences, and in advising doctoral students. (18)
- Was helpful in research for developing a new project. (21)
- Used in connection with our own Title VIII project. (33)
- Great while studying junior year...gives background for job selection. (56)
- Sent copy to museum director in Canada--contained reference that proved valuable. (57)
- My students have used it regularly and found references in line with expectations. (79)

E. EVALUATIONS BY PRODUCT TYPE AND LEVEL OF EFFORT

Although it was not in the scope of this project to study the "development environment" of NCEC products, it was felt that a fair assessment must relate in some way to measures of investment in time and cost. It was also important to use such measures in exploring the issue of cost-effectiveness so that factually based guidelines for allocating resources can eventually be developed. The general question asked was: Does increased level of effort produce a better quality product?

For Reader data, this question was expanded beyond quality to include in addition, effects of level of effort on utility and impact. Reference tables containing results of this complete analysis are presented in Tables VII-41, 46, and 51 at the conclusion of this chapter. These tables show means and percentages for each quality, utility, and impact item by level-of-effort groupings within product types. The data from these tables were translated into a simple visual display, in Table VII-23, that is based on a comparison of the means and percentages between low- and high-level-of-effort products.

The three columns in this table summarize the number of instances in which ratings for high-level-of-effort products in Tables VII-41, 46, 51 were the same as, lower than, or higher than those for low-level-of-effort products. This simple summary serves roughly as a balance sheet. The differences represented in this "balance sheet" are insignificant on the whole, but do reflect some pattern of difference in the impact-related areas, particularly for Reviews and Practical Guidance Papers.

One final analysis on the effort/quality issue was performed. Reader data were analyzed by user groups for each level-of-effort groups of documents by product type. Results of this three-way analysis are displayed in Tables VII-24 through 29 for six quality/utility items: coverage, up-to-dateness, format, relevance, need, and comparative usefulness.

TABLE VII-23. APPARENT EFFECTS OF HIGHER LEVEL OF EFFORT PRODUCTS (A SUMMARY OF COMPARISONS BETWEEN HIGH EFFORT AND LOW EFFORT RATINGS IN TABLES 43, 48, 53)

	Ratings on QUALITY of High Effort Products		
	Lower than Low Effort	Same as Low Effort	Higher than Low Effort
Reviews	5	1	1
Practical Guidance Papers	4	0	3
Bibliographies	1	0	5
TOTAL	10	1	9

	Ratings on UTILITY of High Effort Products		
	Lower than Low Effort	Same as Low Effort	Higher than Low Effort
Reviews	2	1	6
Practical Guidance Papers	2	0	7
Bibliographies	7	0	2
TOTAL	11	1	15

	Ratings on IMPACT of High Effort Products		
	Lower than Low Effort	Same as Low Effort	Higher than Low Effort
Reviews	0	1	5
Practical Guidance Papers	0	0	6
Bibliographies	0	0	2
TOTAL	0	1	13

Top percentages in each cell in these six tables are those for the most positive response choices (e.g., "relevant"). Although these results reveal some interesting patterns among user groups and across product types, a major interpretation problem lies in the small sample size in almost all cases. (Those cells with no entries indicate that no evaluation data were available for that particular combination of variables.)

These data were studied in cases where at least 10 ratings were available for both high- and low-effort products. Of the 23 cases, none is significant at the .05 level or better. In a separate step, we examined cases where there were proportionate differences in ratings of at least 20% and still found no clear relation between high effort and high quality.

These inconclusive findings suggest several things. One is that the level-of-effort measure may need to be expanded upon, which in turn suggests the need for a uniform cost-accounting system throughout NCEC. Second, there may be other elements in the creation cycle (for example, the decision-making process that precedes creation or the prepublication edit/review process) that contribute more significantly to quality ratings than does the level of effort (i.e., professional man-hours).

TABLE VII-24. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS BY USER GROUP AND LEVEL OF EFFORT*

	Reading Specialist			Special Educator			Vocational Educator			Supervisor		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 25%	--	0% 50%	--	0% 67%	0% 44%	20% 60%	0% 42%	0% 60%	0% 25%	0% 69%	0% 88%
PRACTICAL GUIDANCE PAPERS	0% 40%	0% 60%	--	--	0% 50%	100% 0%	0% 50%	0% 50%	--	0% 50%	0% 33%	0% 89%
BIBLIOGRAPHIES	0% 33%	--	0% 29%	0% 50%	--	0% 56%	0% 0%	0% 50%	--	0% 67%	33% 33%	0% 50%

	Researcher			Instructional Resources Specialist			Program Specialist			Principal		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 40%	1% 48%	1% 43%	0% 33%	0% 60%	0% 56%	11% 63%	4% 48%	3% 56%	20% 80%	0% 33%	0% 78%
PRACTICAL GUIDANCE PAPERS	7% 37%	11% 32%	0% 25%	0% 76%	8% 62%	0% 100%	3% 61%	0% 42%	5% 57%	0% 33%	0% 0%	0% 0%
BIBLIOGRAPHIES	0% 40%	0% 71%	0% 35%	5% 42%	7% 67%	3% 40%	0% 62%	4% 40%	3% 46%	0% 80%	0% 0%	0% 67%

	Secondary Teacher			College Professor			College Administrator			Superintendent		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 100%	0% 93%	0% 60%	0% 59%	3% 55%	2% 54%	0% 47%	3% 43%	3% 41%	0% 69%	0% 67%	0% 55%
PRACTICAL GUIDANCE PAPERS	0% 50%	0% 0%	0% 27%	20% 47%	3% 57%	4% 42%	0% 43%	0% 50%	--	0% 54%	50% 0%	0% 0%
BIBLIOGRAPHIES	0% 54%	0% 100%	0% 42%	0% 63%	4% 54%	2% 61%	0% 100%	50% 0%	0% 33%	0% 0%	0% 75%	0% 56%

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*In each cell, the top percent indicates unfavorable ratings
percent favorable ratings; intermediate ratings are not repr

I-24. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "COVERAGE" BY USER GROUP AND LEVEL OF EFFORT*

Special Educator			Vocational Educator			Supervisor			Counselor		
t	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
	0% 67%	0% 44%	20% 60%	0% 42%	0% 60%	0% 25%	0% 69%	0% 88%	0% 25%	0% 42%	0% 50%
	0% 50%	100% 0%	0% 50%	0% 50%	--	0% 50%	0% 33%	0% 89%	0% 60%	7% 29%	17% 17%
	--	0% 56%	0% 0%	0% 50%	--	0% 67%	33% 33%	0% 50%	0% 50%	20% 0%	0% 100%

nstructional ources Specialist			Program Specialist			Principal			Elementary Teacher		
rt	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
% %	0% 60%	0% 56%	11% 63%	4% 48%	3% 56%	20% 80%	0% 33%	0% 78%	0% 100%	—	14% 29%
% %	8% 62%	0% 100%	3% 61%	0% 42%	5% 57%	0% 33%	0% 0%	0% 0%	0% 100%	0% 100%	--
% %	7% 67%	3% 40%	0% 62%	4% 40%	3% 46%	0% 80%	0% 0%	0% 67%	0% 100%	0% 100%	0% 75%

College Professor			College Administrator			Superintendent			Other Administrative Positions		
rt	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
% %	3% 55%	2% 54%	0% 47%	3% 43%	3% 41%	0% 69%	0% 67%	0% 55%	0% 100%	0% 33%	0% 25%
% %	3% 57%	4% 42%	0% 43%	0% 50%	--	0% 54%	50% 0%	0% 0%	0% 48%	0% 0%	--
% %	4% 54%	2% 61%	0% 100%	50% 0%	0% 33%	0% 0%	0% 75%	0% 56%	13% 13%	0% 50%	0% 33%

cell, the top percent indicates unfavorable ratings and the bottom favorable ratings; intermediate ratings are not represented.

TABLE VII-25. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "
DATENESS" BY USER GROUP AND LEVEL OF EFFORT*

	Reading Specialist			Special Educator			Vocational Educator			Supervisor			Co
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort
REVIEWS	0% 100%	--	0% 50%	--	0% 67%	0% 67%	20% 80%	5% 84%	0% 100%	0% 75%	0% 92%	0% 88%	0% 75%
PRACTICAL GUIDANCE PAPERS	0% 100%	0% 80%	--	--	0% 88%	0% 100%	0% 75%	0% 100%	--	0% 75%	0% 100%	0% 89%	0% 60%
BIBLIOGRAPHIES	0% 67%	--	14% 71%	0% 100%	--	6% 75%	0% 100%	25% 75%	--	0% 83%	33% 33%	0% 83%	50% 50%

	Researcher			Instructional Resources Specialist			Program Specialist			Principal			El T
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort
REVIEWS	0% 86%	6% 81%	4% 82%	0% 83%	0% 97%	0% 75%	5% 84%	4% 78%	8% 83%	0% 80%	0% 83%	0% 100%	0% 100%
PRACTICAL GUIDANCE PAPERS	7% 85%	5% 82%	0% 100%	0% 88%	8% 85%	0% 100%	8% 87%	0% 77%	26% 68%	0% 78%	0% 100%	0% 100%	0% 100%
BIBLIOGRAPHIES	0% 60%	6% 82%	6% 77%	10% 85%	13% 80%	3% 90%	0% 92%	8% 76%	8% 92%	0% 100%	0% 100%	0% 100%	0% 100%

	Secondary Teacher			College Professor			College Administrator			Superintendent			Other
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort
REVIEWS	0% 100%	14% 79%	0% 100%	5% 85%	3% 89%	5% 87%	0% 93%	6% 89%	3% 86%	0% 92%	0% 89%	0% 91%	0% 100%
PRACTICAL GUIDANCE PAPERS	0% 50%	0% 0%	0% 93%	20% 60%	13% 77%	13% 88%	0% 71%	0% 83%	--	0% 96%	0% 50%	0% 100%	3% 83%
BIBLIOGRAPHIES	0% 85%	0% 100%	17% 67%	3% 93%	4% 79%	2% 89%	0% 100%	0% 100%	11% 89%	0% 100%	0% 100%	0% 89%	13% 50%

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*In each cell, the top percent indicates unfavorable ratings and
percent favorable ratings; intermediate ratings are not represe

RCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "UP-TO-TENESS" BY USER GROUP AND LEVEL OF EFFORT*

	Vocational Educator			Supervisor			Counselor		
Low ffort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
0% 67%	20% 80%	5% 84%	0% 100%	0% 75%	0% 92%	0% 88%	0% 75%	8% 83%	0% 79%
0% 100%	0% 75%	0% 100%	--	0% 75%	0% 100%	0% 89%	0% 60%	0% 93%	0% 83%
6% 75%	0% 100%	25% 75%	--	0% 83%	33% 33%	0% 83%	50% 50%	0% 20%	0% 50%

ist	Program Specialist			Principal			Elementary Teacher		
ow ffort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
0% 75%	5% 84%	4% 78%	8% 83%	0% 80%	0% 83%	0% 100%	0% 100%	--	0% 57%
0% 100%	8% 87%	0% 77%	26% 68%	0% 78%	0% 100%	0% 100%	0% 100%	0% 100%	--
3% 90%	0% 92%	8% 76%	8% 92%	0% 100%	0% 100%	0% 100%	0% 100%	0% 100%	0% 88%

	College Administrator			Superintendent			Other Administrative Positions		
Low ffort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
5% 87%	0% 93%	6% 89%	3% 86%	0% 92%	0% 89%	0% 91%	0% 100%	0% 50%	25% 50%
13% 88%	0% 71%	0% 83%	--	0% 96%	0% 50%	0% 100%	3% 83%	100% 0%	--
2% 89%	0% 100%	0% 100%	11% 89%	0% 100%	0% 100%	0% 89%	13% 50%	0% 50%	0% 67%

top percent indicates unfavorable ratings and the bottom ratings; intermediate ratings are not represented.

TABLE VII-26. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATIN
BY USER GROUP AND LEVEL OF EFFORT*

	Reading Specialist			Special Educator			Vocational Educator			Supervisor		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 100%	--	0% 100%	--	0% 67%	0% 100%	0% 100%	0% 79%	0% 100%	0% 50%	15% 62%	0% 100%
PRACTICAL GUIDANCE PAPERS	0% 80%	0% 80%	--	--	0% 100%	0% 0%	0% 75%	0% 50%	--	0% 63%	0% 100%	0% 100%
BIBLIOGRAPHIES	0% 100%	--	0% 86%	0% 50%	--	0% 81%	0% 100%	0% 50%	--	17% 50%	0% 67%	0% 100%

	Researcher			Instructional Resources Specialist			Program Specialist			Principal		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 52%	1% 74%	1% 72%	8% 75%	0% 70%	0% 56%	5% 58%	0% 74%	2% 70%	0% 100%	0% 67%	0% 100%
PRACTICAL GUIDANCE PAPERS	0% 70%	0% 68%	0% 50%	0% 65%	0% 69%	0% 67%	3% 68%	0% 88%	0% 89%	0% 78%	0% 100%	0% 100%
BIBLIOGRAPHIES	0% 60%	0% 76%	3% 71%	0% 75%	0% 67%	0% 63%	0% 85%	0% 68%	0% 59%	0% 100%	0% 100%	0% 67%

	Secondary Teacher			College Professor			College Administrator			Superintendent		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 100%	7% 86%	0% 70%	2% 70%	1% 73%	1% 75%	0% 93%	0% 77%	0% 79%	0% 92%	0% 78%	0% 91%
PRACTICAL GUIDANCE PAPERS	0% 75%	0% 100%	0% 87%	0% 60%	0% 80%	0% 79%	0% 71%	0% 75%	--	0% 77%	0% 50%	0% 100%
BIBLIOGRAPHIES	0% 77%	0% 100%	8% 50%	3% 83%	0% 83%	2% 83%	0% 100%	0% 50%	0% 67%	0% 100%	0% 100%	0% 56%

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[*] In each cell, the top percent indicates unfavorable ratings
percent favorable ratings; intermediate ratings are not rep

ABLE VII-26. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "FORMAT" BY USER GROUP AND LEVEL OF EFFORT*

Special Educator			Vocational Educator			Supervisor			Counselor		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
--	0% 67%	0% 100%	0% 100%	0% 79%	0% 100%	0% 50%	15% 62%	0% 100%	0% 25%	0% 75%	7% 79%
--	0% 100%	0% 0%	0% 75%	0% 50%	--	0% 63%	0% 100%	0% 100%	0% 60%	0% 36%	0% 67%
0% 50%	--	0% 81%	0% 100%	0% 50%	--	17% 50%	0% 67%	0% 100%	0% 50%	0% 20%	0% 50%

Instructional Resources Specialist			Program Specialist			Principal			Elementary Teacher		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
8% 75%	0% 70%	0% 56%	5% 58%	0% 74%	2% 70%	0% 100%	0% 67%	0% 100%	0% 100%	--	0% 86%
0% 65%	0% 69%	0% 67%	3% 68%	0% 88%	0% 89%	0% 78%	0% 100%	0% 100%	0% 33%	0% 75%	--
0% 75%	0% 67%	0% 63%	0% 85%	0% 68%	0% 59%	0% 100%	0% 100%	0% 67%	0% 100%	0% 100%	0% 88%

College Professor			College Administrator			Superintendent			Other Administrative Position		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
2% 70%	1% 73%	1% 75%	0% 93%	0% 77%	0% 79%	0% 92%	0% 78%	0% 91%	0% 0%	0% 50%	0% 75%
0% 60%	0% 80%	0% 79%	0% 71%	0% 75%	--	0% 77%	0% 50%	0% 100%	0% 76%	0% 100%	--
3% 83%	0% 83%	2% 83%	0% 100%	0% 50%	0% 67%	0% 100%	0% 100%	0% 56%	0% 50%	0% 50%	0% 100%

n each cell, the top percent indicates unfavorable ratings and the bottom ercent favorable ratings; intermediate ratings are not represented.

TABLE VII-27. PERCENTAGE OF FAVORABLE AND UNFAVORABL
BY USER GROUP AND LEVEL OF EFFORT*

	Reading Specialist			Special Educator			Vocational Educator			Supervisor	
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort
REVIEWS	0% 75%	--	0% 50%	--	33% 67%	0% 67%	0% 60%	0% 89%	0% 80%	0% 75%	0% 69%
PRACTICAL GUIDANCE PAPERS	0% 100%	0% 80%	--	--	0% 88%	0% 100%	0% 25%	0% 50%	--	0% 75%	0% 67%
BIBLIOGRAPHIES	0% 100%	--	0% 100%	0% 50%	--	0% 81%	0% 0%	0% 100%	--	0% 83%	0% 67%

	Researcher			Instructional Resources Specialist			Program Specialist			Principal	
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort
REVIEWS	4% 66%	0% 72%	3% 69%	8% 42%	0% 63%	0% 63%	0% 84%	0% 75%	2% 71%	0% 100%	17% 67%
PRACTICAL GUIDANCE PAPERS	0% 74%	0% 58%	0% 50%	0% 94%	0% 77%	0% 100%	0% 76%	0% 69%	0% 68%	0% 67%	0% 0%
BIBLIOGRAPHIES	0% 40%	0% 82%	0% 65%	2% 82%	0% 87%	3% 80%	0% 81%	0% 84%	0% 69%	0% 100%	0% 100%

	Secondary Teacher			College Professor			College Administrator			Superintende	
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort
REVIEWS	0% 100%	0% 93%	0% 80%	0% 74%	0% 84%	0% 75%	0% 73%	3% 77%	0% 66%	0% 77%	0% 78%
PRACTICAL GUIDANCE PAPERS	0% 75%	0% 100%	0% 47%	0% 67%	3% 80%	4% 83%	0% 57%	0% 58%	--	0% 73%	0% 0%
BIBLIOGRAPHIES	0% 77%	0% 50%	0% 83%	0% 83%	0% 79%	0% 87%	0% 100%	0% 50%	0% 56%	0% 100%	0% 75%

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*In each cell, the top percent indicates unfavorable rati
percent favorable ratings; intermediate ratings are not

ERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "RELEVANCE"
Y USER GROUP AND LEVEL OF EFFORT*

	Vocational Educator			Supervisor			Counselor		
Low ffort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
0% 67%	0% 60%	0% 89%	0% 80%	0% 75%	0% 69%	0% 88%	0% 50%	0% 75%	0% 50%
0% 100%	0% 25%	0% 50%	--	0% 75%	0% 67%	0% 56%	0% 40%	0% 21%	0% 17%
0% 81%	0% 0%	0% 100%	--	0% 83%	0% 67%	0% 83%	0% 0%	0% 20%	0% 100%

ist	Program Specialist			Principal			Elementary Teacher		
ow ffort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
0% 63%	0% 84%	0% 75%	2% 71%	0% 100%	17% 67%	0% 78%	0% 100%	--	0% 57%
0% 00%	0% 76%	0% 69%	0% 68%	0% 67%	0% 0%	0% 0%	0% 67%	0% 100%	—
3% 80%	0% 81%	0% 84%	0% 69%	0% 100%	0% 100%	0% 100%	0% 100%	0% 100%	0% 63%

	College Administrator			Superintendent			Other Administrative Positions		
Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
0% 75%	0% 73%	3% 77%	0% 66%	0% 77%	0% 78%	0% 45%	0% 100%	0% 50%	0% 75%
4% 83%	0% 57%	0% 58%	--	0% 73%	0% 0%	0% 100%	3% 79%	0% 0%	--
0% 87%	0% 100%	0% 50%	0% 56%	0% 100%	0% 75%	0% 100%	25% 50%	25% 50%	0% 67%

op percent indicates unfavorable ratings and the bottom
atings; intermediate ratings are not represented.

TABLE VII-28. PERCENTAGE OF FAVORABLE AND UN
BY USER GROUP AND LEVEL OF EFF

	Reading Specialist			Special Educator			Vocational Educator			Sup
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort
REVIEWS	0% 75%	--	0% 100%	--	33% 67%	0% 22%	0% 40%	5% 32%	0% 40%	0% 25%
PRACTICAL GUIDANCE PAPERS	0% 60%	0% 40%	--	--	0% 63%	0% 0%	0% 25%	0% 0%	--	0% 63%
BIBLIOGRAPHIES	0% 100%	--	0% 43%	0% 0%	--	0% 31%	0% 100%	0% 75%	--	0% 33%

	Researcher			Instructional Resources Specialists			Program Specialist			Pri
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort
REVIEWS	12% 32%	4% 39%	11% 31%	25% 17%	17% 33%	19% 31%	5% 53%	4% 32%	8% 43%	0% 20%
PRACTICAL GUIDANCE PAPERS	7% 56%	11% 32%	50% 25%	0% 65%	31% 62%	33% 0%	0% 42%	4% 31%	0% 37%	0% 44%
BIBLIOGRAPHIES	0% 40%	0% 41%	3% 55%	13% 35%	13% 73%	7% 23%	0% 27%	0% 64%	3% 31%	0% 60%

	Secondary Teacher			College Professor			College Administrator			Sup
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort
REVIEWS	0% 50%	0% 57%	0% 50%	5% 51%	2% 52%	6% 41%	0% 27%	9% 43%	3% 31%	0% 54%
PRACTICAL GUIDANCE PAPERS	25% 75%	0% 100%	13% 13%	7% 40%	7% 47%	8% 54%	14% 43%	0% 33%	--	4% 46%
BIBLIOGRAPHIES	8% 54%	0% 0%	0% 33%	0% 43%	0% 42%	2% 44%	0% 50%	0% 50%	11% 22%	0% 33%

*In each cell, the top percent indicates favor
percent favorable ratings; intermediate ratin

ABLE VII-28. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "NEED"
BY USER GROUP AND LEVEL OF EFFORT*

Special Educator			Vocational Educator			Supervisor			Counselor		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
--	33% 67%	0% 22%	0% 40%	5% 32%	0% 40%	0% 25%	0% 62%	0% 25%	25% 50%	0% 25%	7% 43%
--	0% 63%	0% 0%	0% 25%	0% 0%	--	0% 63%	0% 33%	11% 44%	20% 20%	7% 29%	0% 17%
0% 0%	--	0% 31%	0% 100%	0% 75%	--	0% 33%	0% 33%	0% 67%	0% 0%	20% 0%	0% 50%

Instructional Resources Specialists			Program Specialist			Principal			Elementary Teacher		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
25% 17%	17% 33%	19% 31%	5% 53%	4% 32%	8% 43%	0% 20%	17% 33%	0% 11%	0% 100%	--	14% 14%
0% 65%	31% 62%	33% 0%	0% 42%	4% 31%	0% 37%	0% 44%	0% 0%	0% 0%	0% 100%	0% 50%	--
13% 35%	13% 73%	7% 23%	0% 27%	0% 64%	3% 31%	0% 60%	0% 0%	0% 100%	0% 100%	0% 0%	0% 25%

College Professor			College Administrator			Superintendent			Other Administrative Positions		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
5% 51%	2% 52%	6% 41%	0% 27%	9% 43%	3% 31%	0% 54%	0% 33%	9% 27%	0% 0%	0% 33%	0% 0%
7% 40%	7% 47%	8% 54%	14% 43%	0% 33%	--	4% 46%	50% 0%	0% 0%	7% 48%	0% 0%	--
0% 43%	0% 42%	2% 44%	0% 50%	0% 50%	11% 22%	0% 33%	0% 50%	0% 56%	0% 50%	0% 25%	0% 33%

n each cell, the top percent indicates favorable ratings and the bottom ercent favorable ratings; intermediate ratings are not represented.

TABLE VII-29. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RAT USEFULNESS" BY USER GROUP AND LEVEL OF EFFO

	Reading Specialist			Special Educator			Vocational Educator			Supervisor		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 75%	--	0% 50%	--	0% 67%	0% 89%	0% 60%	0% 53%	0% 80%	0% 25%	0% 77%	0% 88%
PRACTICAL GUIDANCE PAPERS	0% 60%	0% 40%	--	--	0% 63%	100% 0%	0% 75%	0% 0%	--	0% 75%	0% 67%	0% 33%
BIBLIOGRAPHIES	0% 100%	--	0% 43%	0% 100%	--	0% 94%	0% 0%	0% 50%	--	0% 83%	0% 33%	0% 83%

	Researcher			Instructional Resources Specialist			Program Specialist			Principal		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	2% 60%	1% 74%	0% 51%	8% 42%	0% 57%	0% 50%	5% 63%	1% 46%	3% 56%	20% 80%	0% 50%	0% 78%
PRACTICAL GUIDANCE PAPERS	4% 59%	5% 42%	0% 0%	0% 76%	0% 54%	0% 33%	3% 61%	0% 58%	5% 53%	0% 67%	0% 0%	0% 100%
BIBLIOGRAPHIES	0% 80%	6% 71%	0% 65%	2% 50%	7% 60%	0% 70%	0% 88%	0% 67%	5% 67%	0% 80%	0% 50%	0% 67%

	Secondary Teacher			College Professor			College Administrator			Superintendent		
	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
REVIEWS	0% 100%	0% 71%	0% 40%	0% 72%	2% 57%	2% 65%	0% 47%	0% 54%	3% 62%	0% 54%	0% 44%	0% 55%
PRACTICAL GUIDANCE PAPERS	0% 75%	0% 100%	0% 27%	7% 33%	3% 47%	4% 58%	0% 86%	0% 75%	--	0% 65%	0% 0%	0% 0%
BIBLIOGRAPHIES	0% 92%	0% 100%	0% 67%	0% 87%	0% 75%	0% 81%	0% 100%	0% 0%	0% 89%	0% 67%	0% 75%	0% 78%

*In each cell, the top percent indicates favorable ratings
percent favorable ratings; intermediate ratings are not

BLE VII-29. PERCENTAGE OF FAVORABLE AND UNFAVORABLE RATINGS OF "COMPARATIVE USEFULNESS" BY USER GROUP AND LEVEL OF EFFORT*

Special Educator			Vocational Educator			Supervisor			Counselor		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
--	0% 67%	0% 89%	0% 60%	0% 53%	0% 80%	0% 25%	0% 77%	0% 88%	0% 0%	0% 50%	0% 43%
--	0% 63%	100% 0%	0% 75%	0% 0%	--	0% 75%	0% 67%	0% 33%	0% 40%	0% 36%	17% 17%
0% 100%	--	0% 94%	0% 0%	0% 50%	--	0% 83%	0% 33%	0% 83%	0% 50%	0% 40%	0% 75%

Instructional Resources Specialist			Program Specialist			Principal			Elementary Teacher		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
8% 42%	0% 57%	0% 50%	5% 63%	1% 46%	3% 56%	20% 80%	0% 50%	0% 78%	0% 100%	--	14% 43%
0% 76%	0% 54%	0% 33%	3% 61%	0% 58%	5% 53%	0% 67%	0% 0%	0% 100%	0% 67%	0% 50%	--
2% 50%	7% 60%	0% 70%	0% 88%	0% 67%	5% 67%	0% 80%	0% 50%	0% 67%	0% 100%	0% 100%	0% 50%

College Professor			College Administrator			Superintendent			Other Administrative Positions		
High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort	High Effort	Medium Effort	Low Effort
0% 72%	2% 57%	2% 65%	0% 47%	0% 54%	3% 62%	0% 54%	0% 44%	0% 55%	0% 0%	0% 67%	0% 50%
7% 33%	3% 47%	4% 58%	0% 86%	0% 75%	--	0% 65%	0% 0%	0% 0%	0% 69%	0% 0%	--
0% 87%	0% 75%	0% 81%	0% 100%	0% 0%	0% 89%	0% 67%	0% 75%	0% 78%	13% 50%	0% 50%	0% 33%

In each cell, the top percent indicates favorable ratings and the bottom percent favorable ratings; intermediate ratings are not represented.

F. COMPARISON OF EVALUATIONS BY "INTENDED AUDIENCES"

The analysis by user groups for a single product (or issues of a series) produced some discriminating findings. The major issue to be addressed was one of how well an individual product was received by its intended audience. However, the actual question is a much broader one: how do user groups differ in their evaluations of a given product?

Six individual products, plus combined evaluations of several issues from one series, were selected for inclusion in this analysis. These were selected from among approximately 20 products for which 25 or more evaluations were obtained. Final selections were made on the basis of two major criteria: 1) that the size of each user group (or reasonable combination of similar user groups) be no less than 9; and 2) that the typology groups used did not disguise a more specific audience for which a particular product was intended so that findings might be misleading.

A case in point helps to illustrate this last criterion. Two products, one from the ERIC Clearinghouse on Educational Media and Technology and the other from the Clearinghouse on Library and Information Sciences, easily met the first criterion. However, topics covered in the documents suggested that the more interested users for each document were either one or the other of two primary specialty groups that together comprise the typology group, Instructional Resource Specialists. In other words, one product was more appropriate for media specialists and the other, for librarians.

As alluded to earlier, this analysis could not simply compare one targeted audience with some other audience. In most cases, the single largest user group is compared to a miscellaneous group of "all other" respondents. Also, with the exception of some PREP reports, targeted audiences are not easily identified. Products are generally aimed at the research and practitioner communities in a subject area and/or educational level. Thus, to help the reader of this report judge just how "intended" or "peripheral" the user groups are, the document representations used in the Evaluation Questionnaire survey precede their respective tables of findings (Exhibits VII-1 to 10 and Tables VII-31 to 37).

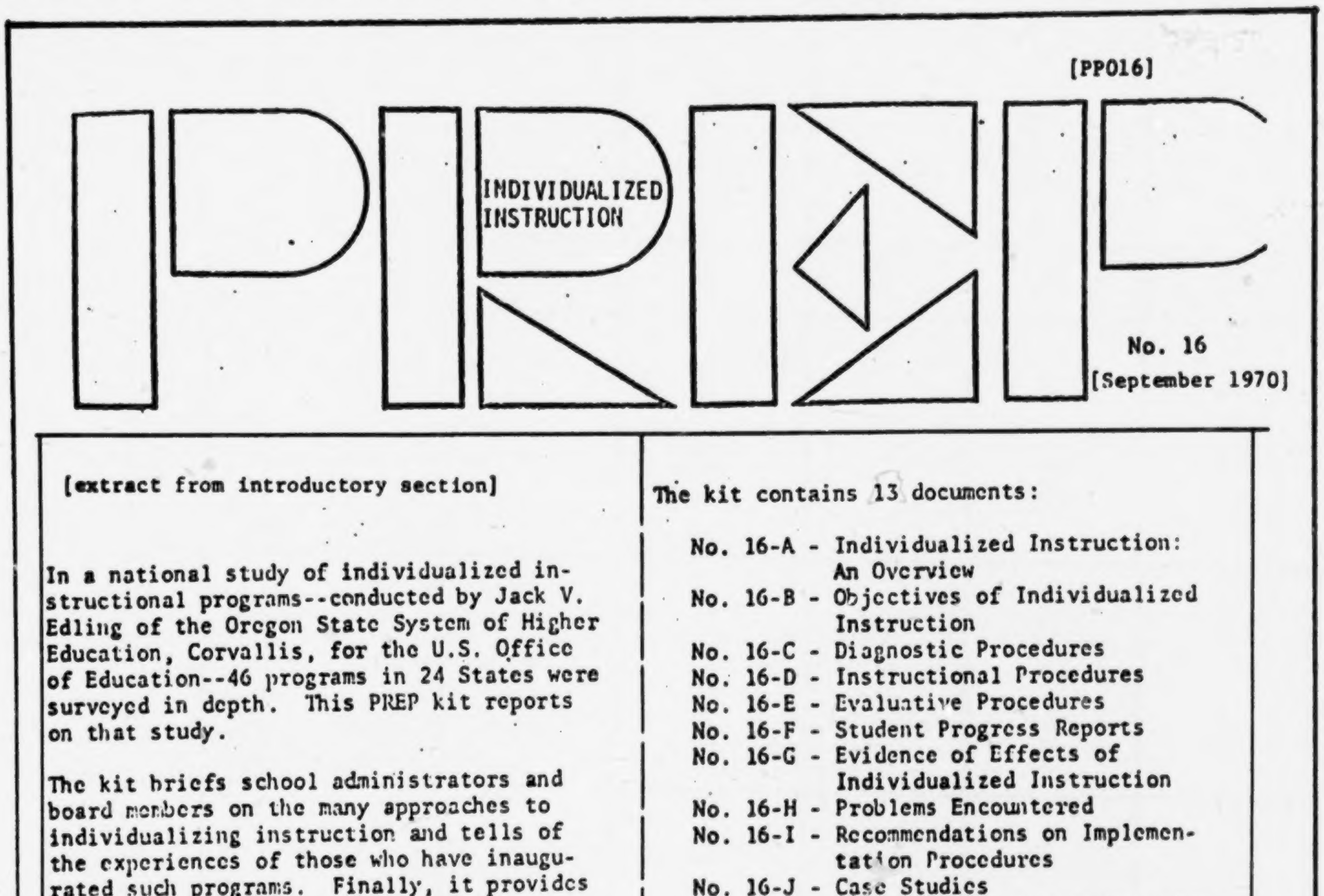
Findings for each product are reported in percentages for six selected dimensions of quality and utility: relevance, need, coverage, up-to-dateness, format, and comparative usefulness. These percentages represent responses to the low- and high-choice points of each questionnaire item. For example, in the first cell in Table VII-31, the percentages mean that in no cases (0 percent) did the Researchers judge this PREP report "not at all relevant" and that in 78 percent of the cases, they judged it "relevant." The missing percentage is the middle response point, so that in 22 percent of the cases, the document was judged to be "somewhat relevant."

For this document, there is a spread of 51 percentage points between Program Specialists and Supervisors/Principals on the "need" item. The pattern of differences between user groups (drawn from Tables VII 31-37) is displayed in Table VII-30. Three levels of agreement were established to represent given spreads of percentage points (shown in parentheses) between user groups, for their high (i.e., most favorable) ratings on each item. A simple tally was performed on each document and the number in each column represents the total number of documents for which their user groups differed to that given degree.

TABLE VII-30. SUMMARY TABULATION OF CASES OF DIFFERENCES BETWEEN USER GROUPS

Quality/Utility Items	Cases of General Agreement Between User Groups (0-10 points)	Cases of Some Disagreement Between User Groups (11-24 points)	Cases of Significant Disagreement Between User Groups (25 points or more)
Relevance	1	6	1
Need	1	4	3
Coverage	0	5	3
Up-to-dateness	4	3	1
Format	1	3	4
Comparative Usefulness	1	3	4

EXHIBIT VII-1. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 7



[PP016]

PREP

INDIVIDUALIZED
INSTRUCTION

No. 16
[September 1970]

[extract from introductory section]

In a national study of individualized instructional programs--conducted by Jack V. Edling of the Oregon State System of Higher Education, Corvallis, for the U.S. Office of Education--46 programs in 24 States were surveyed in depth. This PREP kit reports on that study.

The kit briefs school administrators and board members on the many approaches to individualizing instruction and tells of the experiences of those who have inaugurated such programs. Finally, it provides data upon which administrators and board members can make informed decisions concerning individualized instruction for their own schools or school districts.

The kit contains 13 documents:

No. 16-A - Individualized Instruction: An Overview
No. 16-B - Objectives of Individualized Instruction
No. 16-C - Diagnostic Procedures
No. 16-D - Instructional Procedures
No. 16-E - Evaluative Procedures
No. 16-F - Student Progress Reports
No. 16-G - Evidence of Effects of Individualized Instruction
No. 16-H - Problems Encountered
No. 16-I - Recommendations on Implementation Procedures
No. 16-J - Case Studies
No. 16-K - Materials for Individualizing Instruction
No. 16-L - Bibliography on Individualizing Instruction
No. 16-M- Current ERIC Documents on Individualizing Instruction

In the study from which this report was derived, 46 school districts which had made significant changes in their instructional programs were visited. In 40 of them, the source of the change was directly attributable to an administrator, superintendent, assistant superintendent, principal, or a curriculum director or his equivalent. In two instances, teachers played the key role. In the remaining four locations large-scale research and development projects were involved and had requested the school's cooperation. Even in those instances the school administrator had played a key role in introducing the new instruction program.

With reference to individualized instruction as an innovation, the first question the administrator might ask is: "Do the new procedures now called individualized instruction merit adoption?" In the first phase of this study nearly 1500 educators in key positions were contacted. Not a single one raised the question, "Why should a school individualize its instruction program?" It would appear that there is almost universal acceptance of the principle that children differ, and that those differences should be accommodated by differentiated learning experiences. Most schools have avowed in their objectives

[extract from section 16-I]

TABLE VII-31. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #7

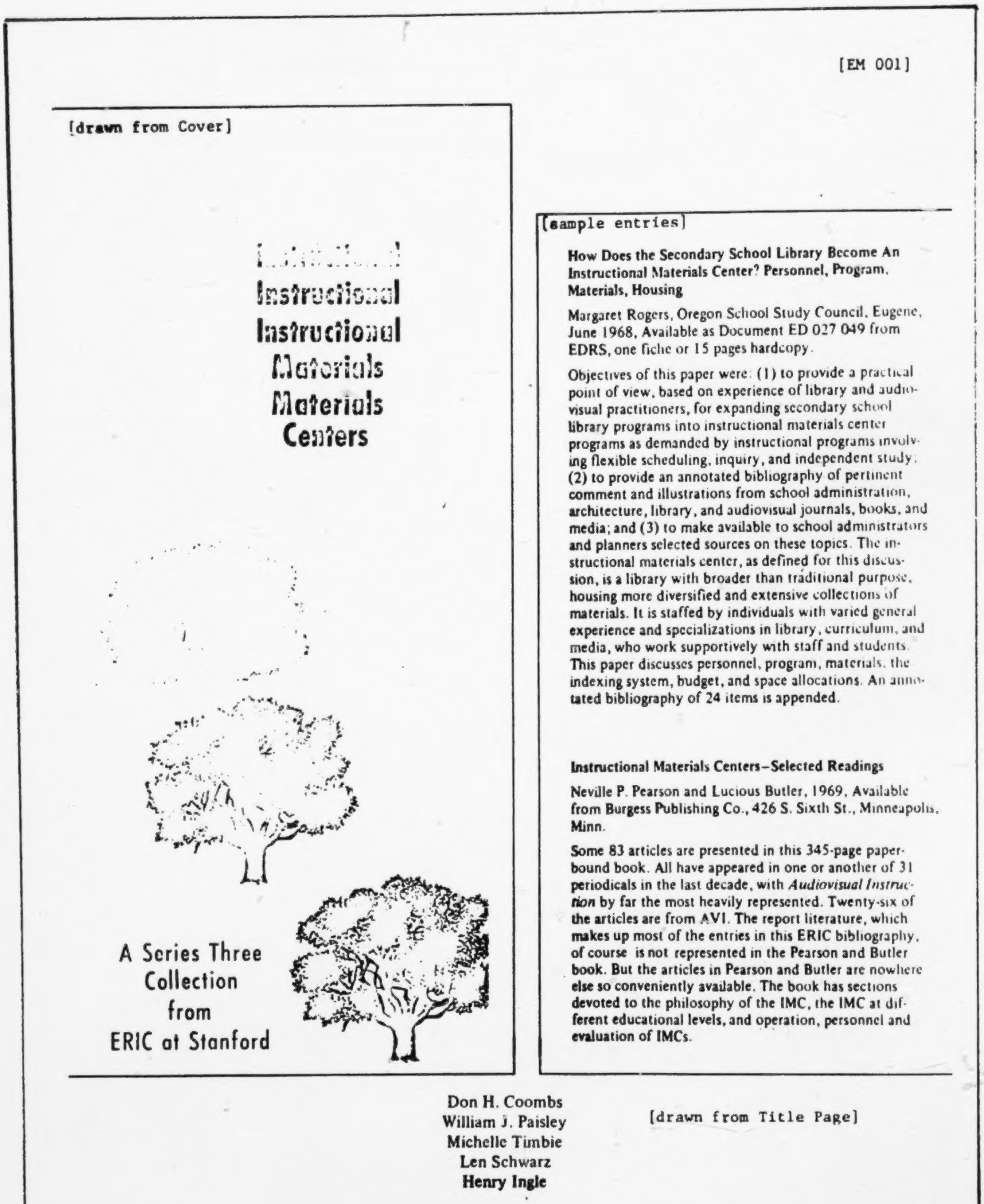
		QUALITY AND UTILITY DIMENSIONS											
		Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
USER GROUPS	N	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Researchers	9	0%	78%	11%	44%	11%	33%	11%	78%	0%	44%	11%	44%
Program Specialists	14	0%	71%	0%	29%	0%	50%	7%	93%	0%	64%	0%	57%
Supervisors of Instruction and Principals	10	0%	80%	0%	80%	0%	40%	0%	90%	0%	90%	0%	70%
Superintendents	12	0%	75%	8%	67%	0%	58%	0%	100%	0%	83%	0%	58%
Other Administrators in LEA's/SEA's	10	0%	90%	0%	60%	0%	50%	0%	90%	0%	80%	0%	80%
All Others	21	0%	71%	0%	57%	0%	67%	5%	71%	0%	76%	0%	57%

Individualized Instruction. PREP Report #16 (N=76)

There is a clear indication that user groups differ considerably in such important areas as need, coverage, and comparative usefulness.

Results for each of the remaining six products are contained in Tables VII-32 through 37.

EXHIBIT VII-2. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 56



[EM 001]

[drawn from Cover]

Instructional
Instructional
Instructional
Materials
Materials
Centers

A Series Three
Collection
from
ERIC at Stanford

[sample entries]

How Does the Secondary School Library Become An Instructional Materials Center? Personnel, Program, Materials, Housing

Margaret Rogers, Oregon School Study Council, Eugene, June 1968, Available as Document ED 027 049 from EDRS, one fiche or 15 pages hardcopy.

Objectives of this paper were: (1) to provide a practical point of view, based on experience of library and audiovisual practitioners, for expanding secondary school library programs into instructional materials center programs as demanded by instructional programs involving flexible scheduling, inquiry, and independent study; (2) to provide an annotated bibliography of pertinent comment and illustrations from school administration, architecture, library, and audiovisual journals, books, and media; and (3) to make available to school administrators and planners selected sources on these topics. The instructional materials center, as defined for this discussion, is a library with broader than traditional purpose, housing more diversified and extensive collections of materials. It is staffed by individuals with varied general experience and specializations in library, curriculum, and media, who work supportively with staff and students. This paper discusses personnel, program, materials, the indexing system, budget, and space allocations. An annotated bibliography of 24 items is appended.

Instructional Materials Centers–Selected Readings

Neville P. Pearson and Lucious Butler, 1969, Available from Burgess Publishing Co., 426 S. Sixth St., Minneapolis, Minn.

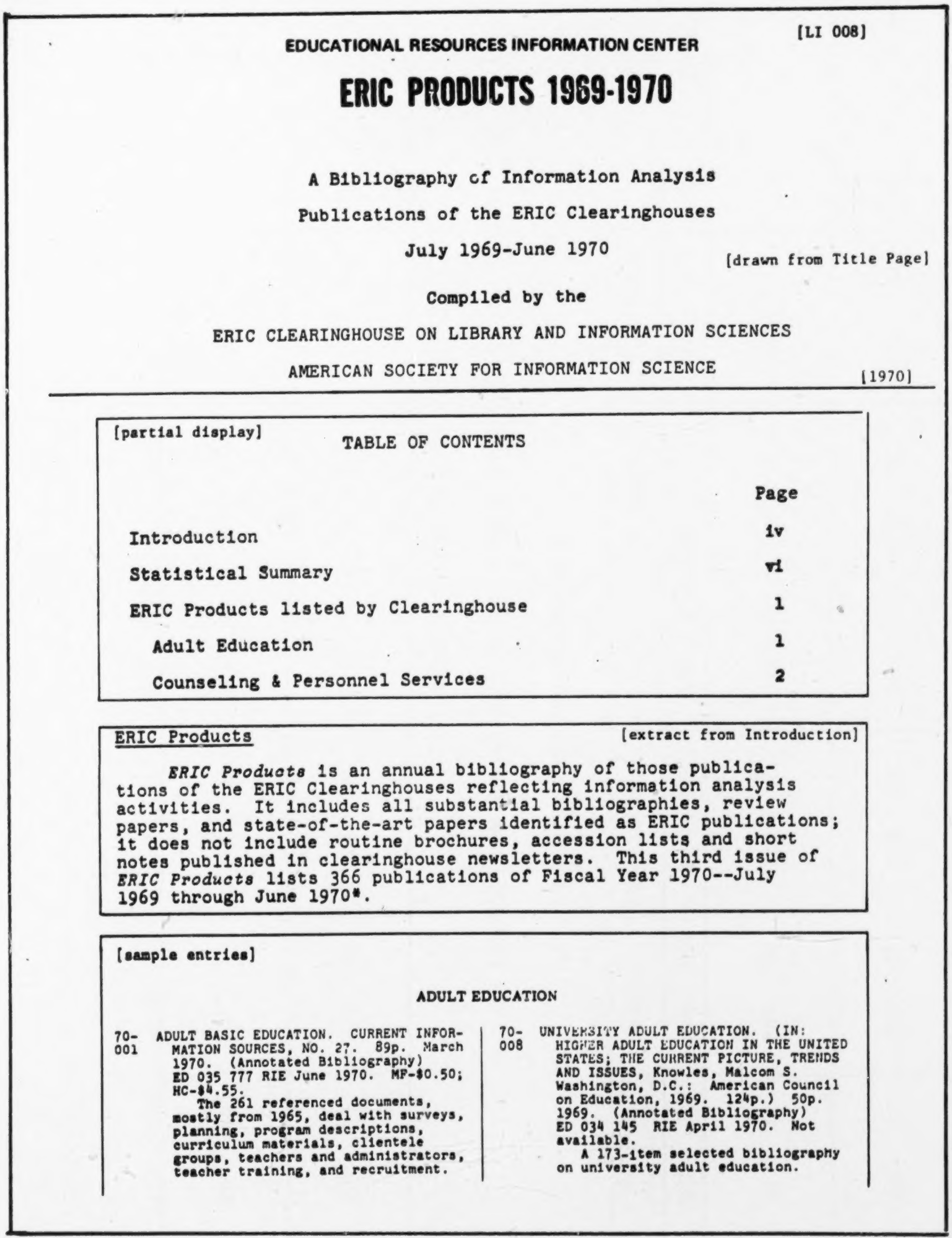
Some 83 articles are presented in this 345-page paperbound book. All have appeared in one or another of 31 periodicals in the last decade, with *Audiovisual Instruction* by far the most heavily represented. Twenty-six of the articles are from AVI. The report literature, which makes up most of the entries in this ERIC bibliography, of course is not represented in the Pearson and Butler book. But the articles in Pearson and Butler are nowhere else so conveniently available. The book has sections devoted to the philosophy of the IMC, the IMC at different educational levels, and operation, personnel and evaluation of IMCs.

Don H. Coombs
William J. Paisley
Michelle Timbie
Len Schwarz
Henry Ingle

[drawn from Title Page]

December 1969

EXHIBIT VII-3. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 86



[LI 008]

EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC PRODUCTS 1969-1970

A Bibliography of Information Analysis
Publications of the ERIC Clearinghouses
July 1969-June 1970

[drawn from Title Page]

Compiled by the
ERIC CLEARINGHOUSE ON LIBRARY AND INFORMATION SCIENCES
AMERICAN SOCIETY FOR INFORMATION SCIENCE

[1970]

[partial display]

TABLE OF CONTENTS

	Page
Introduction	iv
Statistical Summary	vi
ERIC Products listed by Clearinghouse	1
Adult Education	1
Counseling & Personnel Services	2

ERIC Products

[extract from Introduction]

ERIC Products is an annual bibliography of those publications of the ERIC Clearinghouses reflecting information analysis activities. It includes all substantial bibliographies, review papers, and state-of-the-art papers identified as ERIC publications; it does not include routine brochures, accession lists and short notes published in clearinghouse newsletters. This third issue of *ERIC Products* lists 366 publications of Fiscal Year 1970--July 1969 through June 1970*.

[sample entries]

ADULT EDUCATION

70-001 ADULT BASIC EDUCATION. CURRENT INFORMATION SOURCES, NO. 27. 89p. March 1970. (Annotated Bibliography) ED 035 777 RIE June 1970. MF-$0.50; HC-$4.55.

The 261 referenced documents, mostly from 1965, deal with surveys, planning, program descriptions, curriculum materials, clientele groups, teachers and administrators, teacher training, and recruitment.

70-008 UNIVERSITY ADULT EDUCATION. (IN: HIGHER ADULT EDUCATION IN THE UNITED STATES; THE CURRENT PICTURE, TRENDS AND ISSUES, Knowles, Malcom S. Washington, D.C.: American Council on Education, 1969. 124p.) 50p. 1969. (Annotated Bibliography) ED 034 145 RIE April 1970. Not available.

A 173-item selected bibliography on university adult education.

TABLE VII-32. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #56

QUALITY AND UTILITY DIMENSIONS

		Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
USER GROUPS	N	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Instructional Resources Specialists	14	0%	93%	7%	21%	0%	36%	0%	93%	0%	36%	0%	64%
All Others	16	0%	75%	0%	50%	0%	56%	0%	94%	0%	81%	0%	75%

Instructional Materials Centers (N=30)

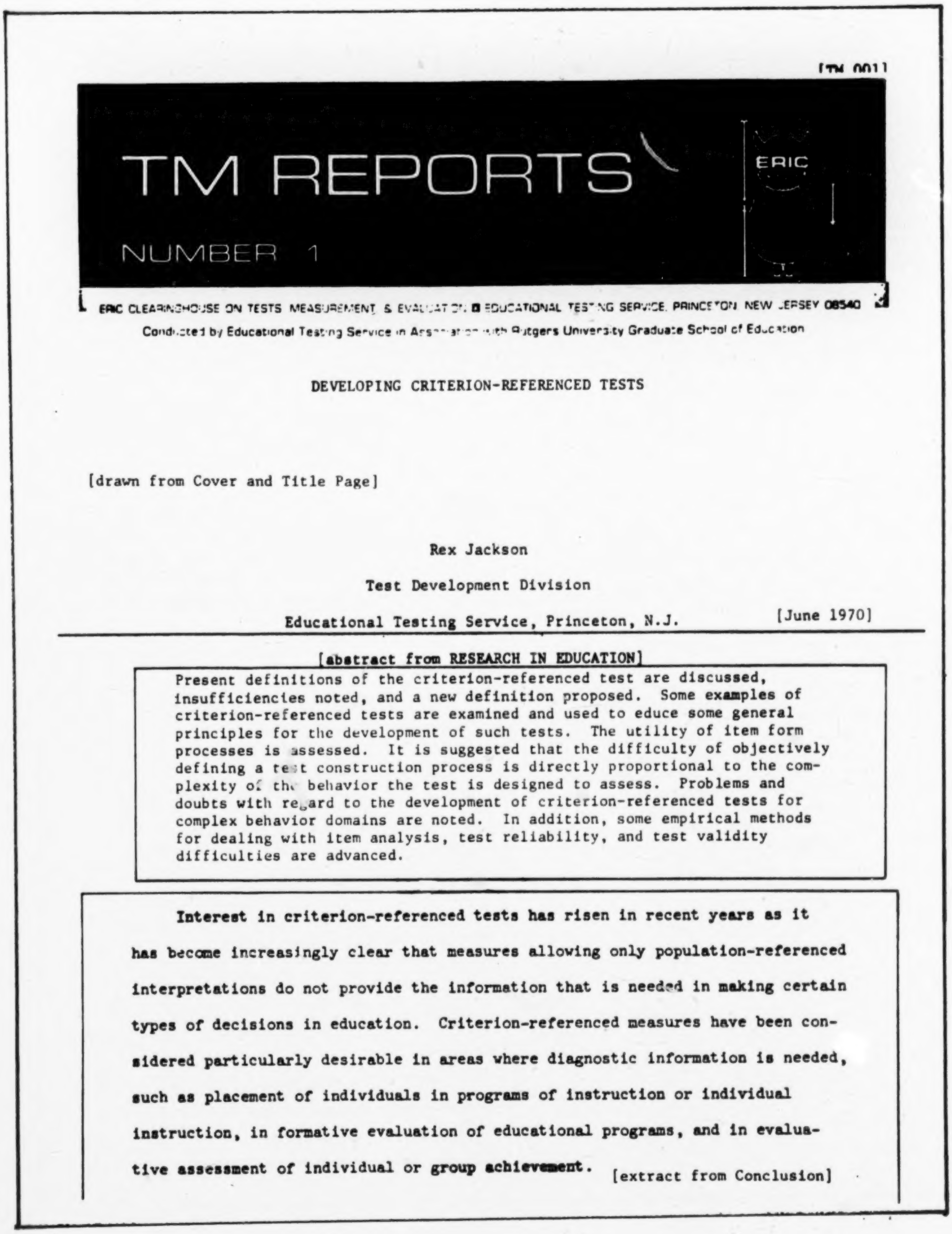
TABLE VII-33. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #86

QUALITY AND UTILITY DIMENSIONS

		Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
USER GROUPS	N	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Instructional Resources Specialists	21	0%	90%	10%	48%	5%	67%	5%	86%	0%	76%	5%	52%
All Others	20	0%	55%	0%	35%	0%	50%	0%	85%	5%	60%	0%	75%

ERIC Products 1969-1970 (N=41)

EXHIBIT VII-4. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 136



[TM 001]

TM REPORTS

NUMBER 1

ERIC

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, & EVALUATION ■ EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY 08540

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

DEVELOPING CRITERION-REFERENCED TESTS

[drawn from Cover and Title Page]

Rex Jackson

Test Development Division

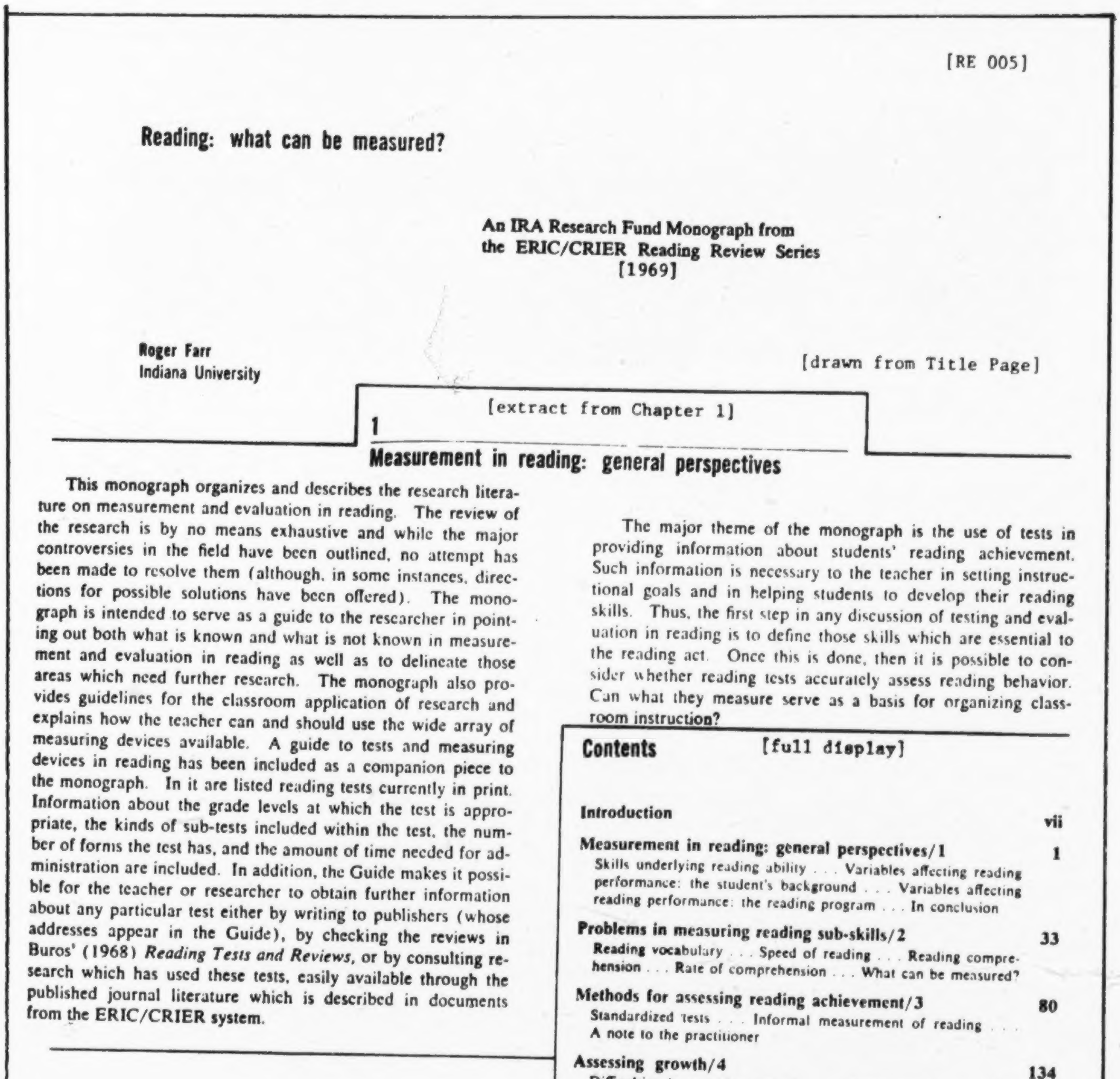
Educational Testing Service, Princeton, N.J. [June 1970]

[abstract from RESEARCH IN EDUCATION]

Present definitions of the criterion-referenced test are discussed, insufficiencies noted, and a new definition proposed. Some examples of criterion-referenced tests are examined and used to educe some general principles for the development of such tests. The utility of item form processes is assessed. It is suggested that the difficulty of objectively defining a test construction process is directly proportional to the complexity of the behavior the test is designed to assess. Problems and doubts with regard to the development of criterion-referenced tests for complex behavior domains are noted. In addition, some empirical methods for dealing with item analysis, test reliability, and test validity difficulties are advanced.

Interest in criterion-referenced tests has risen in recent years as it has become increasingly clear that measures allowing only population-referenced interpretations do not provide the information that is needed in making certain types of decisions in education. Criterion-referenced measures have been considered particularly desirable in areas where diagnostic information is needed, such as placement of individuals in programs of instruction or individual instruction, in formative evaluation of educational programs, and in evaluative assessment of individual or group achievement. [extract from Conclusion]

EXHIBIT VII-5. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 93



[RE 005]

Reading: what can be measured?

An IRA Research Fund Monograph from
the ERIC/CRIER Reading Review Series
[1969]

Roger Farr
Indiana University

[drawn from Title Page]

[extract from Chapter 1]

1

Measurement in reading: general perspectives

This monograph organizes and describes the research literature on measurement and evaluation in reading. The review of the research is by no means exhaustive and while the major controversies in the field have been outlined, no attempt has been made to resolve them (although, in some instances, directions for possible solutions have been offered). The monograph is intended to serve as a guide to the researcher in pointing out both what is known and what is not known in measurement and evaluation in reading as well as to delineate those areas which need further research. The monograph also provides guidelines for the classroom application of research and explains how the teacher can and should use the wide array of measuring devices available. A guide to tests and measuring devices in reading has been included as a companion piece to the monograph. In it are listed reading tests currently in print. Information about the grade levels at which the test is appropriate, the kinds of sub-tests included within the test, the number of forms the test has, and the amount of time needed for administration are included. In addition, the Guide makes it possible for the teacher or researcher to obtain further information about any particular test either by writing to publishers (whose addresses appear in the Guide), by checking the reviews in Buros' (1968) *Reading Tests and Reviews*, or by consulting research which has used these tests, easily available through the published journal literature which is described in documents from the ERIC/CRIER system.

The major theme of the monograph is the use of tests in providing information about students' reading achievement. Such information is necessary to the teacher in setting instructional goals and in helping students to develop their reading skills. Thus, the first step in any discussion of testing and evaluation in reading is to define those skills which are essential to the reading act. Once this is done, then it is possible to consider whether reading tests accurately assess reading behavior. Can what they measure serve as a basis for organizing classroom instruction?

Contents

[full display]

Introduction vii

Measurement in reading: general perspectives/1 1
Skills underlying reading ability . . . Variables affecting reading performance: the student's background . . . Variables affecting reading performance: the reading program . . . In conclusion

Problems in measuring reading sub-skills/2 33
Reading vocabulary . . . Speed of reading . . . Reading comprehension . . . Rate of comprehension . . . What can be measured?

Methods for assessing reading achievement/3 80
Standardized tests . . . Informal measurement of reading . . . A note to the practitioner

Assessing growth/4 134
Difficulties in assessing growth . . . Procedures for assessing change . . . Measuring growth: two unique cases

Measurement of reading-related variables/5 178
Relation between intelligence and reading . . . The use of other psychological measures in assessing reading ability . . . The use of physiological measures to estimate reading capacity . . . A note to the practitioner

Summary: test uses and research needs/6 212

Glossary 219

Guide to tests and measuring instruments in reading 225

Index to Reading Tests and Reviews and Mental Measurement Yearbooks 271

Index to published research literature in reading 284

TABLE VII-34. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #136.

QUALITY AND UTILITY

USER GROUPS	N	Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Researchers	23	4%	78%	9%	26%	4%	35%	4%	83%	0%	74%	0%	39%
All Others	24	0%	92%	0%	58%	4%	75%	4%	92%	0%	79%	4%	63%

Developing Criterion-Referenced Tests (N=47)

TABLE VII-35. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #93.

QUALITY AND UTILITY

USER GROUPS	N	Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Researchers	9	0%	78%	0%	78%	0%	56%	0%	89%	0%	56%	0%	89%
College Professors	15	0%	100%	0%	73%	0%	80%	0%	100%	7%	87%	0%	87%
All Others	17	0%	88%	0%	59%	6%	59%	6%	88%	0%	76%	6%	53%

Reading: What Can Be Measured? (N=41)

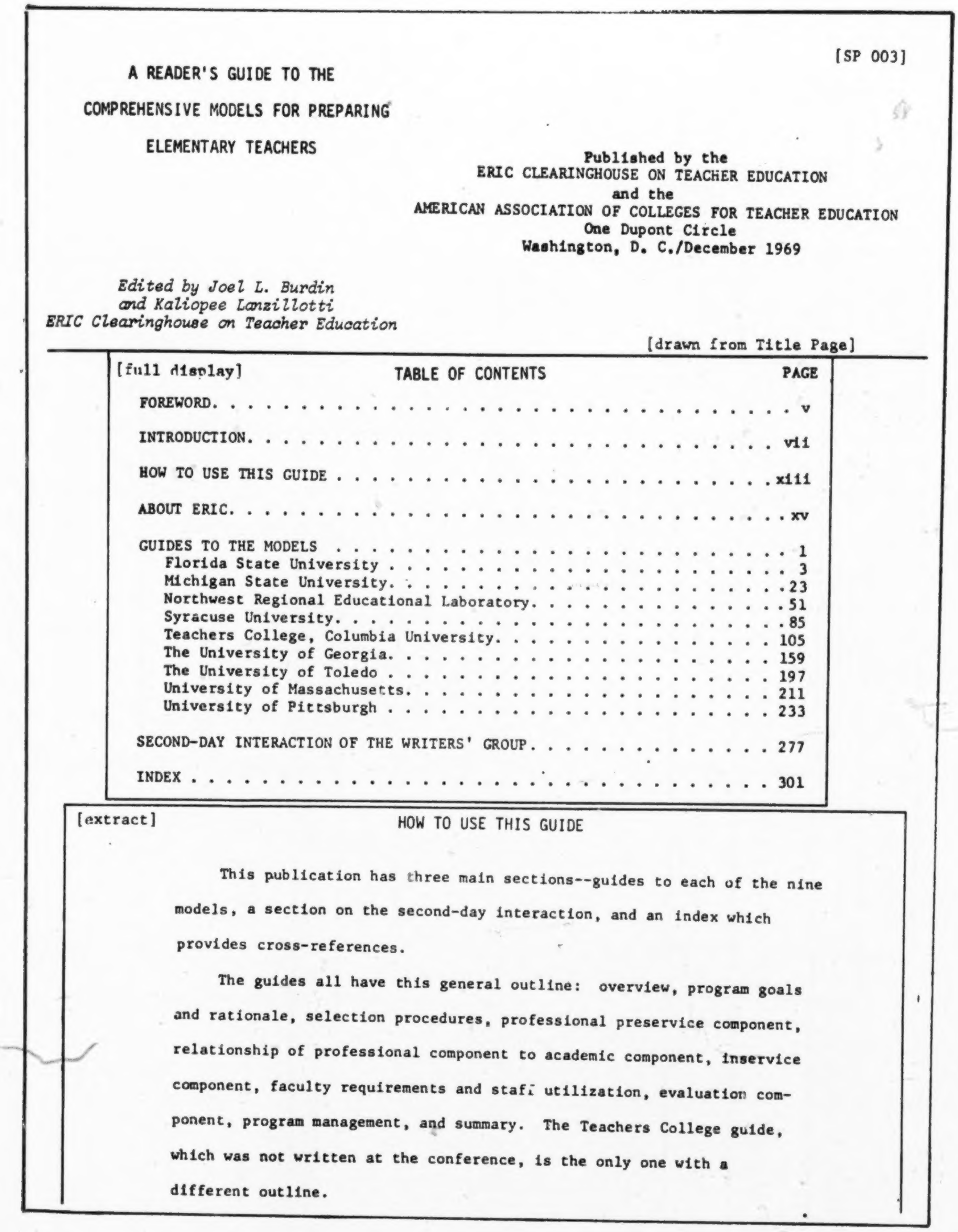


EXHIBIT VII-6. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 118

[SP 003]

A READER'S GUIDE TO THE
COMPREHENSIVE MODELS FOR PREPARING
ELEMENTARY TEACHERS

Published by the
ERIC CLEARINGHOUSE ON TEACHER EDUCATION
and the
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle
Washington, D. C./December 1969

Edited by Joel L. Burdin
and Kaliopee Lanzillotti
ERIC Clearinghouse on Teacher Education

[drawn from Title Page]

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TABLE OF CONTENTS

PAGE

FOREWORD. v

INTRODUCTION. vii

HOW TO USE THIS GUIDE xiii

ABOUT ERIC. xv

GUIDES TO THE MODELS 1
  Florida State University 3
  Michigan State University. 23
  Northwest Regional Educational Laboratory. 51
  Syracuse University. 85
  Teachers College, Columbia University. 105
  The University of Georgia. 159
  The University of Toledo 197
  University of Massachusetts. 211
  University of Pittsburgh 233

SECOND-DAY INTERACTION OF THE WRITERS' GROUP. 277

INDEX 301

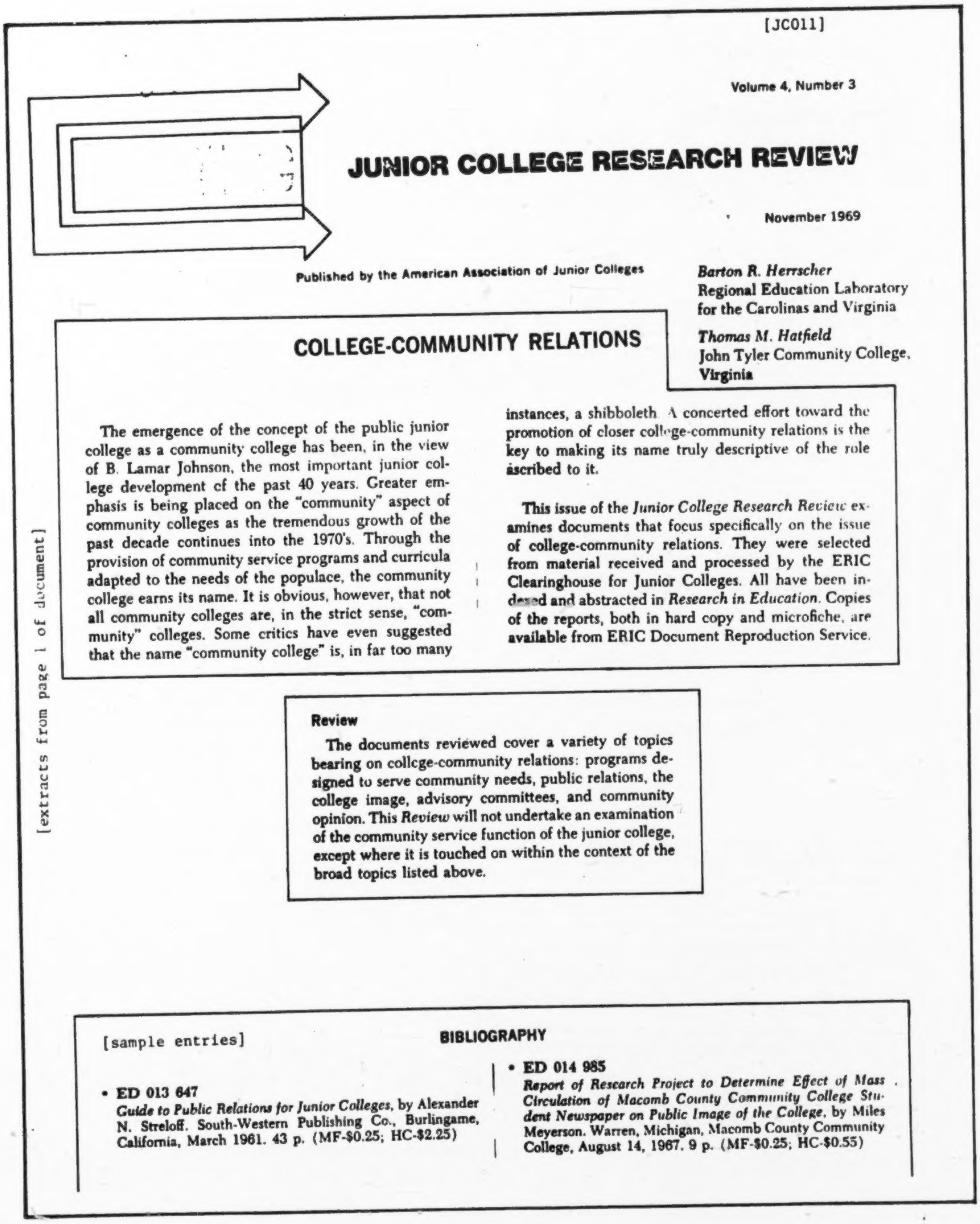
[extract]

HOW TO USE THIS GUIDE

This publication has three main sections--guides to each of the nine models, a section on the second-day interaction, and an index which provides cross-references.

The guides all have this general outline: overview, program goals and rationale, selection procedures, professional preservice component, relationship of professional component to academic component, inservice component, faculty requirements and staff utilization, evaluation component, program management, and summary. The Teachers College guide, which was not written at the conference, is the only one with a different outline.

EXHIBIT VII-7. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 74



[JC011]

Volume 4, Number 3

JUNIOR COLLEGE RESEARCH REVIEW

November 1969

Published by the American Association of Junior Colleges

Barton R. Herrscher
Regional Education Laboratory
for the Carolinas and Virginia

Thomas M. Hatfield
John Tyler Community College,
Virginia

COLLEGE-COMMUNITY RELATIONS

[extracts from page 1 of document]

The emergence of the concept of the public junior college as a community college has been, in the view of B. Lamar Johnson, the most important junior college development of the past 40 years. Greater emphasis is being placed on the "community" aspect of community colleges as the tremendous growth of the past decade continues into the 1970's. Through the provision of community service programs and curricula adapted to the needs of the populace, the community college earns its name. It is obvious, however, that not all community colleges are, in the strict sense, "community" colleges. Some critics have even suggested that the name "community college" is, in far too many instances, a shibboleth. A concerted effort toward the promotion of closer college-community relations is the key to making its name truly descriptive of the role ascribed to it.

This issue of the *Junior College Research Review* examines documents that focus specifically on the issue of college-community relations. They were selected from material received and processed by the ERIC Clearinghouse for Junior Colleges. All have been indexed and abstracted in *Research in Education*. Copies of the reports, both in hard copy and microfiche, are available from ERIC Document Reproduction Service.

Review

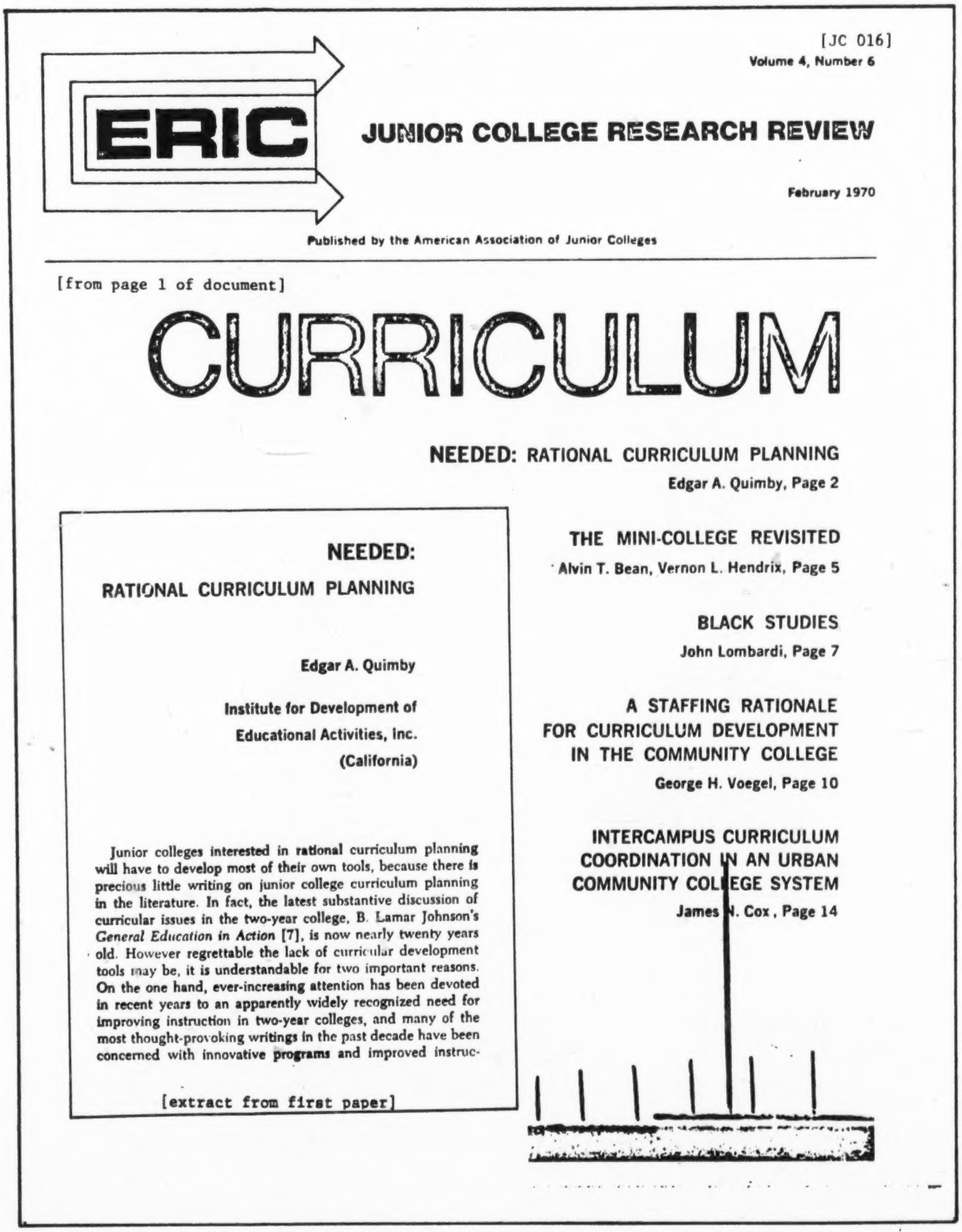
The documents reviewed cover a variety of topics bearing on college-community relations: programs designed to serve community needs, public relations, the college image, advisory committees, and community opinion. This *Review* will not undertake an examination of the community service function of the junior college, except where it is touched on within the context of the broad topics listed above.

[sample entries]

BIBLIOGRAPHY

- **ED 013 647**
  Guide to Public Relations for Junior Colleges, by Alexander N. Streloff. South-Western Publishing Co., Burlingame, California, March 1961. 43 p. (MF-$0.25; HC-$2.25)
- **ED 014 985**
  Report of Research Project to Determine Effect of Mass Circulation of Macomb County Community College Student Newspaper on Public Image of the College, by Miles Meyerson. Warren, Michigan, Macomb County Community College, August 14, 1967. 9 p. (MF-$0.25; HC-$0.55)

EXHIBIT VII-8. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 76



[JC 016]
Volume 4, Number 6

ERIC

JUNIOR COLLEGE RESEARCH REVIEW

February 1970

Published by the American Association of Junior Colleges

[from page 1 of document]

CURRICULUM

NEEDED: RATIONAL CURRICULUM PLANNING
Edgar A. Quimby, Page 2

THE MINI-COLLEGE REVISITED
Alvin T. Bean, Vernon L. Hendrix, Page 5

BLACK STUDIES
John Lombardi, Page 7

A STAFFING RATIONALE FOR CURRICULUM DEVELOPMENT IN THE COMMUNITY COLLEGE
George H. Voegel, Page 10

INTERCAMPUS CURRICULUM COORDINATION IN AN URBAN COMMUNITY COLLEGE SYSTEM
James N. Cox, Page 14

NEEDED:

RATIONAL CURRICULUM PLANNING

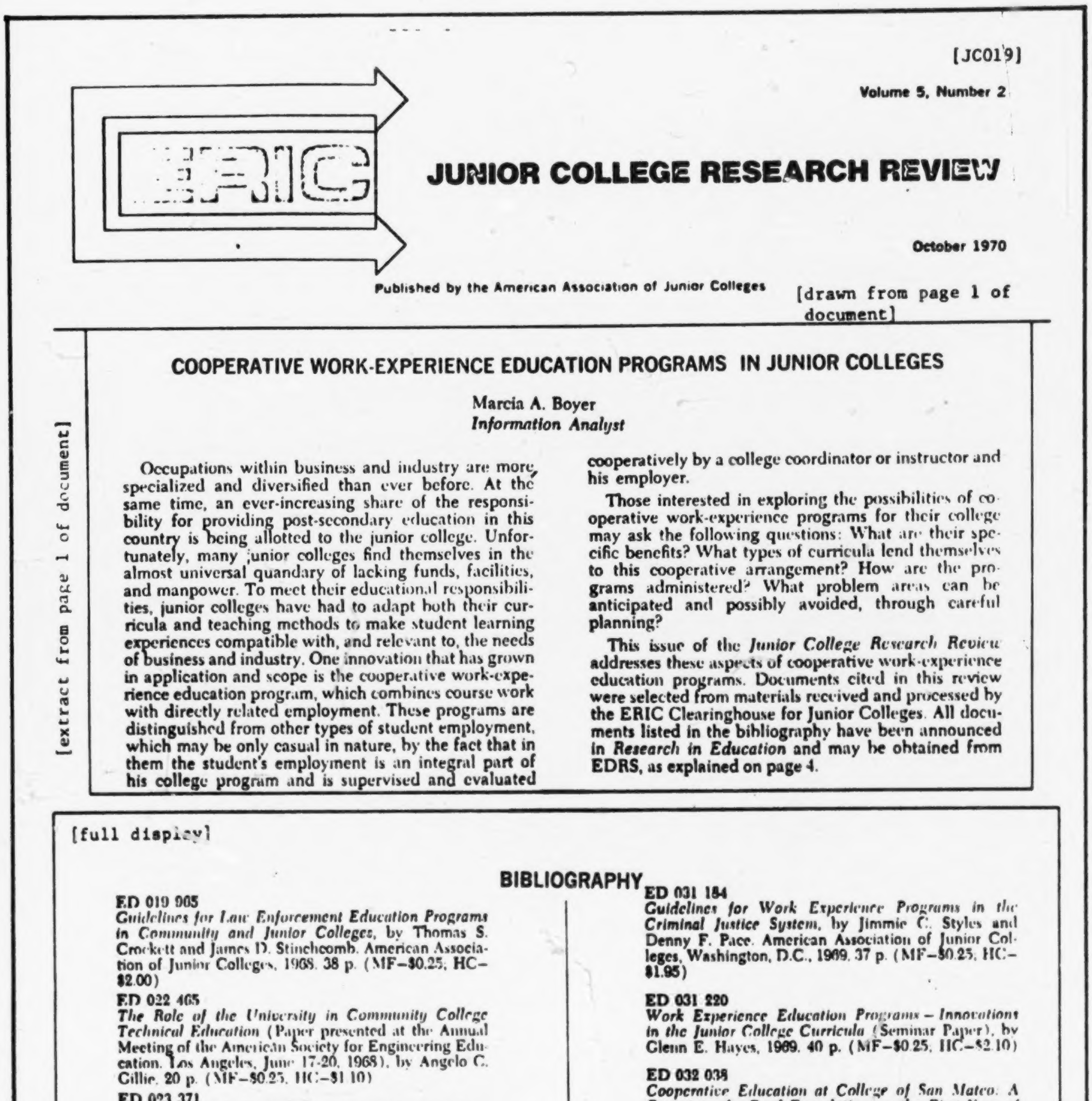
Edgar A. Quimby

Institute for Development of
Educational Activities, Inc.
(California)

Junior colleges interested in rational curriculum planning will have to develop most of their own tools, because there is precious little writing on junior college curriculum planning in the literature. In fact, the latest substantive discussion of curricular issues in the two-year college, B. Lamar Johnson's *General Education in Action* [7], is now nearly twenty years old. However regrettable the lack of curricular development tools may be, it is understandable for two important reasons. On the one hand, ever-increasing attention has been devoted in recent years to an apparently widely recognized need for improving instruction in two-year colleges, and many of the most thought-provoking writings in the past decade have been concerned with innovative programs and improved instruc-

[extract from first paper]

EXHIBIT VII-9. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 77



[JC019]

Volume 5, Number 2

ERIC

JUNIOR COLLEGE RESEARCH REVIEW

October 1970

Published by the American Association of Junior Colleges

[drawn from page 1 of document]

[extract from page 1 of document]

COOPERATIVE WORK-EXPERIENCE EDUCATION PROGRAMS IN JUNIOR COLLEGES

Marcia A. Boyer
Information Analyst

Occupations within business and industry are more specialized and diversified than ever before. At the same time, an ever-increasing share of the responsibility for providing post-secondary education in this country is being allotted to the junior college. Unfortunately, many junior colleges find themselves in the almost universal quandary of lacking funds, facilities, and manpower. To meet their educational responsibilities, junior colleges have had to adapt both their curricula and teaching methods to make student learning experiences compatible with, and relevant to, the needs of business and industry. One innovation that has grown in application and scope is the cooperative work-experience education program, which combines course work with directly related employment. These programs are distinguished from other types of student employment, which may be only casual in nature, by the fact that in them the student's employment is an integral part of his college program and is supervised and evaluated cooperatively by a college coordinator or instructor and his employer.

Those interested in exploring the possibilities of cooperative work-experience programs for their college may ask the following questions: What are their specific benefits? What types of curricula lend themselves to this cooperative arrangement? How are the programs administered? What problem areas can be anticipated and possibly avoided, through careful planning?

This issue of the *Junior College Research Review* addresses these aspects of cooperative work-experience education programs. Documents cited in this review were selected from materials received and processed by the ERIC Clearinghouse for Junior Colleges. All documents listed in the bibliography have been announced in *Research in Education* and may be obtained from EDRS, as explained on page 4.

[full display]

BIBLIOGRAPHY

ED 019 905
Guidelines for Law Enforcement Education Programs in Community and Junior Colleges, by Thomas S. Crockett and James D. Stinchcomb. American Association of Junior Colleges, 1968. 38 p. (MF–$0.25; HC–$2.00)

ED 022 465
The Role of the University in Community College Technical Education (Paper presented at the Annual Meeting of the American Society for Engineering Education. Los Angeles, June 17-20, 1968), by Angelo C. Gillie. 20 p. (MF–$0.25, HC–$1.10)

ED 023 371
Selected Papers from Northern Illinois University Community College Conferences, 1967-1968. Northern Illinois University, De Kalb, Illinois, 1968. 151 p. (MF–$0.75, HC- $7.65)

ED 023 397
The Rock Valley College Career Advancement Program. Rock Valley College, Rockford, Illinois, [1968]. 23 p. (MF–$0.25; HC–$1.25)

ED 024 397
Summary Report of a Study to Assist in the Development of a Regional Occupational Center System in Tulare and Kings Counties, by Max Tadlock and others. Management and Economic Research, Inc., Palo Alto, California, 1968. 54 p. (MF–$0.25; HC–$2.80)

ED 031 184
Guidelines for Work Experience Programs in the Criminal Justice System, by Jimmie C. Styles and Denny F. Pace. American Association of Junior Colleges, Washington, D.C., 1969. 37 p. (MF–$0.25; HC–$1.95)

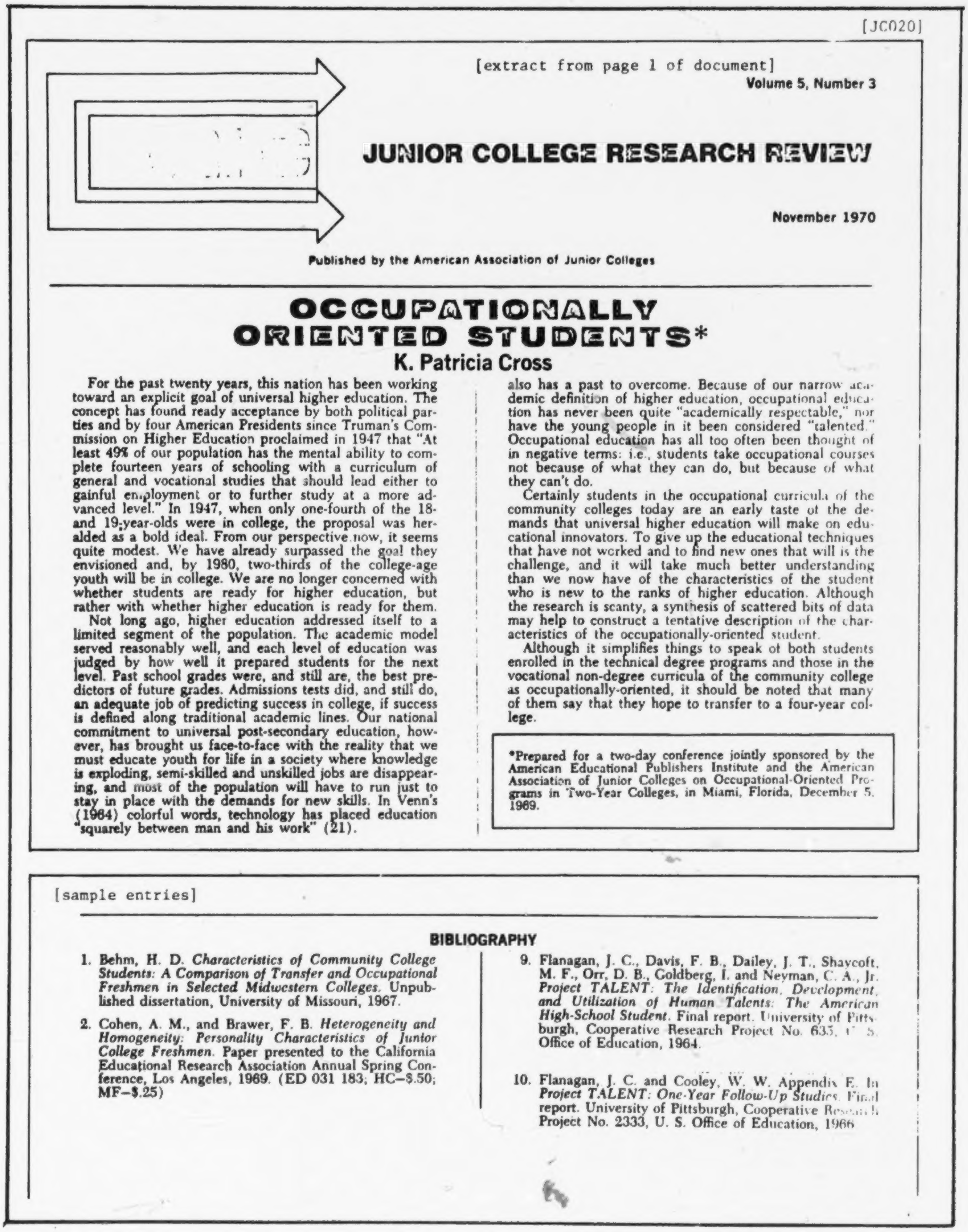
ED 031 220
Work Experience Education Programs – Innovations in the Junior College Curricula (Seminar Paper), by Glenn E. Hayes, 1969. 40 p. (MF–$0.25; HC–$2.10)

ED 032 038
Cooperative Education at College of San Mateo: A Report to the Ford Foundation on the First Year of Progress in a Two-Year Developmental Program, by Robert L. Bennett. College of San Mateo, California, 1968. 16 p. (MF–$0.25; HC–$0.90)

ED 032 039
Cooperative-Distributive Education: An Alternate Semester Program, by Robert L. Bennett. College of San Mateo, California, 1968. 14 p. (MF–$0.25; HC–$0.80)

ED 035 397
Junior College Work Experience Education (Seminar Paper), by Glenn E. Hayes. 1969. 24 p. (MF–$0.25; HC–$1.30)

EXHIBIT VII-10. DOCUMENT REPRESENTATION (IN REDUCED FORM) FOR DOCUMENT 78



[JC020]

[extract from page 1 of document]

Volume 5, Number 3

JUNIOR COLLEGE RESEARCH REVIEW

November 1970

Published by the American Association of Junior Colleges

OCCUPATIONALLY ORIENTED STUDENTS*

K. Patricia Cross

For the past twenty years, this nation has been working toward an explicit goal of universal higher education. The concept has found ready acceptance by both political parties and by four American Presidents since Truman's Commission on Higher Education proclaimed in 1947 that "At least 49% of our population has the mental ability to complete fourteen years of schooling with a curriculum of general and vocational studies that should lead either to gainful employment or to further study at a more advanced level." In 1947, when only one-fourth of the 18- and 19-year-olds were in college, the proposal was heralded as a bold ideal. From our perspective now, it seems quite modest. We have already surpassed the goal they envisioned and, by 1980, two-thirds of the college-age youth will be in college. We are no longer concerned with whether students are ready for higher education, but rather with whether higher education is ready for them.

Not long ago, higher education addressed itself to a limited segment of the population. The academic model served reasonably well, and each level of education was judged by how well it prepared students for the next level. Past school grades were, and still are, the best predictors of future grades. Admissions tests did, and still do, an adequate job of predicting success in college, if success is defined along traditional academic lines. Our national commitment to universal post-secondary education, however, has brought us face-to-face with the reality that we must educate youth for life in a society where knowledge is exploding, semi-skilled and unskilled jobs are disappearing, and most of the population will have to run just to stay in place with the demands for new skills. In Venn's (1964) colorful words, technology has placed education "squarely between man and his work" (21).

also has a past to overcome. Because of our narrow academic definition of higher education, occupational education has never been quite "academically respectable," nor have the young people in it been considered "talented." Occupational education has all too often been thought of in negative terms: i.e., students take occupational courses not because of what they can do, but because of what they can't do.

Certainly students in the occupational curricula of the community colleges today are an early taste of the demands that universal higher education will make on educational innovators. To give up the educational techniques that have not worked and to find new ones that will is the challenge, and it will take much better understanding than we now have of the characteristics of the student who is new to the ranks of higher education. Although the research is scanty, a synthesis of scattered bits of data may help to construct a tentative description of the characteristics of the occupationally-oriented student.

Although it simplifies things to speak of both students enrolled in the technical degree programs and those in the vocational non-degree curricula of the community college as occupationally-oriented, it should be noted that many of them say that they hope to transfer to a four-year college.

*Prepared for a two-day conference jointly sponsored by the American Educational Publishers Institute and the American Association of Junior Colleges on Occupational-Oriented Programs in Two-Year Colleges, in Miami, Florida, December 5, 1969.

[sample entries]

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1. Behm, H. D. *Characteristics of Community College Students: A Comparison of Transfer and Occupational Freshmen in Selected Midwestern Colleges.* Unpublished dissertation, University of Missouri, 1967.

2. Cohen, A. M., and Brawer, F. B. *Heterogeneity and Homogeneity: Personality Characteristics of Junior College Freshmen.* Paper presented to the California Educational Research Association Annual Spring Conference, Los Angeles, 1969. (ED 031 183; HC–$.50; MF–$.25)

9. Flanagan, J. C., Davis, F. B., Dailey, J. T., Shaycoft, M. F., Orr, D. B., Goldberg, I. and Neyman, C. A., Jr. *Project TALENT: The Identification, Development, and Utilization of Human Talents: The American High-School Student.* Final report. University of Pittsburgh, Cooperative Research Project No. 635, U. S. Office of Education, 1964.

10. Flanagan, J. C. and Cooley, W. W. Appendix E. In *Project TALENT: One-Year Follow-Up Studies.* Final report. University of Pittsburgh, Cooperative Research Project No. 2333, U. S. Office of Education, 1966

TABLE VII-36. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #118

QUALITY AND UTILITY

USER GROUPS	N	Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
College Professors and Administrators	26	0%	92%	0%	65%	4%	58%	0%	100%	0%	73%	4%	73%
All Others	11	27%	73%	0%	45%	0%	82%	0%	100%	0%	100%	0%	64%

A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers (N=37)

TABLE VII-37. COMPARISON OF EVALUATIONS BY USER GROUPS FOR DOCUMENT #'s 74,76,77,78

QUALITY AND UTILITY

USER GROUPS	N	Relevance		Need		Coverage		Up-to-dateness		Format		Comparative Usefulness	
		Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
Researchers	35	0%	71%	10%	32%	0%	47%	3%	94%	3%	71%	0%	69%
College Professors and Administrators	31	3%	71%	6%	40%	0%	54%	3%	77%	0%	87%	0%	42%
All Others	45	0%	69%	9%	24%	0%	35%	2%	89%	0%	84%	2%	58%

Four issues of Junior College Research Review Series (N=111)

G. EVALUATION OF PRODUCTS IN THE "DISADVANTAGED" SUBJECT AREA

A specific subject analysis was performed on products covering topics related to the area of the Disadvantaged.[*] This area was selected for two reasons: 1) it is a clear example of a USOE priority area and 2) a large pool of pertinent documents could be identified, thereby ensuring a sufficient number of evaluations for analysis.

Twenty-five products are included in this analysis. They were identified on the basis of titles and descriptors (from Research In Education), and no further selection criteria were applied. Specific products are identified below by their document code numbers (see Appendix A for full bibliographic citations). This total group represents several PREP reports, one EMC bibliography, and products of seven ERIC clearinghouses.

Reviews	Practical Guidance Papers	Bibliographies
(N=7)	(N=8)	(N=10)
34	2	10
35	3	28
36	6	29
37	14	30
38	22	31
98	24	32
100	25	33
	70	95
		116
		130

The results of this analysis are reported in Table VII-38. The first (or top) mean in each cell is the "Disadvantaged" mean. Reference means (i.e.,

---

[*] References were made in Sections B, C, and D of this chapter to findings from an analysis by general subject area (i.e., for products in the areas of Instructional Content, Educational Administration and Services, Special and Other Educational Groups, and Higher Education). Master tables for this analysis are contained in the concluding section of this chapter.

TABLE VII-38. READERS' EVALUATIONS OF PRODUCTS IN THE SUBJECT AREA OF THE "DISADVANTAGED"

	QUALITY AND UTILITY DIMENSIONS					
PRODUCT TYPES	Relevance	Need	Coverage	Up-to-dateness	Format	Comparative Usefulness
Reviews n=107 (N=957)	2.70 (2.72)	2.27 (2.33)	2.51 (2.50)	2.73 (2.81)	2.73 (2.72)	2.57 (2.58)
Practical Guidance Papers n=71 (N=456)	2.58 (2.67)	2.28 (2.35)	2.37 (2.43)	2.79 (2.77)	2.62 (2.74)	2.54 (2.52)
Bibliographies n=48 (N=501)	2.71 (2.77)	2.52 (2.39)	2.42 (2.49)	2.69 (2.78)	2.35 (2.72)	2.65 (2.70)

grand means for each product type) are provided below in parentheses so that two types of comparisons can be made: 1) between Disadvantaged means and Reference means for each item;[*] and 2) among Disadvantaged means for each item across product types.

For example, in the first cell, the 2.70 is the Disadvantaged mean for "relevance" evaluations of Reviews; 2.72 is the Reference mean of "relevance" evaluations for all Reviews. In this comparison, there are only two instances of any significant differences at the .01 level: 1) on the "need" item, the Disadvantaged-group respondents indicated that bibliographies filled a significantly greater need than was indicated by the overall population of respondents; and 2) the specific population was much more critical of the format of bibliographies in the Disadvantaged area, with a relatively low mean of 2.35. Although not statistically significant, the Disadvantaged means for each item were lower than the norm in over 50 percent of the cases.

In comparing only Disadvantaged means by product type, Practical Guidance Papers were lowest of the three types in 50 percent of the cases. The need for Reviews was lowest and contrasts significantly with the need for Bibliographies. Bibliographies represent the low Disadvantaged means for "up-to-dateness" and "format."

Low means for Practical Guidance Papers are evident in two other areas (not shown in the Table):

	Reviews	Practical Guidance Papers
Adequacy of Discussion	2.41	2.15
Clarity of Writing	2.56	2.39

The difference in the "adequacy of discussion" is a significant one.

From Readers' impact data, Reviews in the Disadvantaged area were more used in making decisions than were Practical Guidance Papers, with 30 percent in contrast to 17 percent. In other ways, the two product types were fairly comparable. For example, the response "applied the information in my work" was marked in 68 percent of the cases for Reviews and 67 percent, for Practical Guidance Papers. Bibliographies in this subject area were used most frequently (67 percent) to identify relevant literature by topics; and secondly (65 percent) for seeing what kind of new work is being reported. This order of principal use is the same as that in the general population of respondents.

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[*] For a comparison between some of the respondents and the remainder of the respondents, it is desirable to recompute the Reference means to exclude the Disadvantaged group. This was done prior to computing the tests for significance of difference referred to in this section.

Although there were not a sufficient number of products in other USOE priority areas (e.g., in the reading area, there were only five products in the sample) to pursue this type of analysis, the results would suggest that such an analysis can produce useful information of differences in needs and preferences among users for different subject areas.

H. EVALUATION BY LEVEL OF VISIBILITY

The visibility-index groupings of products for analysis were most useful in assessing the relation of "high visibility products" with reader familiarity (See Chapter V). There is, however, no strong suggestion of a pattern in the relation of visibility to quality, utility, and impact ratings on products. A selected display of these findings is shown in Table VII-39. (Master reference tables are provided in the next section.) Only with Reviews does a high visibility group differ significantly in several cases from the low-visibility product ratings. Since these differences are significant, we might speculate that the joint development and dissemination of Reviews between clearinghouses and other agencies (e.g., professional associations) have some effect on this apparent relation of quality and high visibility. These products may receive special attention in preparation because their dissemination strategies are planned and possibly more extensive. As one Specialist pointed out in a lengthy letter noting the cost/quality dilemma in the ERIC system, the pressure of knowing that thousands will see a paper is one of several elements that can contribute to a quality product.

TABLE VII-39. EVALUATIONS ON SELECTED QUALITY DIMENSIONS BY LEVELS OF VISIBILITY

	QUALITY (of Reviews)			
	Low Visibility [N=342]	Medium Visibility [N=314]	High Visibility [N=301]	Reference Mean/Percent [N=957]
Coverage	2.47	2.50	2.54	(2.50)
Up-to-dateness	2.77	2.82	2.84	(2.81)
Organization	2.30	2.29	2.36	(2.31)
Writing	2.48	2.49	2.57	(2.51)
Format	2.69	2.71	2.77	(2.72)
Discussion	2.25	2.32	2.39	(2.32)

	QUALITY (of Practical Guidance Papers)			
	Low Visibility [N=77]	Medium Visibility [N=126]	High Visibility [N=253]	Reference Mean/Percent [N=456]
Coverage	2.40	2.35	2.49	(2.43)
Up-to-dateness	2.79	2.76	2.77	(2.77)
Organization	2.29	2.33	2.34	(2.33)
Writing	2.55	2.52	2.53	(2.53)
Format	2.74	2.76	2.73	(2.74)
Discussion	2.30	2.25	2.32	(2.30)

	QUALITY (of Bibliographies)			
	Low Visibility [N=244]	Medium Visibility [N=230]	High Visibility [N=27]	Reference Mean/Percent [N=501]
Coverage	2.50	2.48	2.44	(2.49)
Up-to-dateness	2.80	2.74	2.89	(2.78)
Organization	2.23	2.24	2.07	(2.23)
Format	2.73	2.73	2.59	(2.72)
Textual material	2.51	2.43	2.41	(2.47)

I. SUMMARY ANALYSES OF SELECTED VARIABLES

This final section contains master reference tables for the analyses discussed in this chapter. They are presented in the following order:

READER DATA

Overall Evaluation of Reviews, Practical Guidance Papers, and Bibliographies, and each by:

- Level of Effort
- Level of Visibility
- Subject Area
- User Group

SPECIALISTS' DATA

Overall Evaluations of Reviews, Practical Guidance Papers, and Bibliographies

The concluding Table in this section can be used with any of these tables by the reader wishing to compute the approximate significance of difference between any two means. Instructions for conducting these tests are also provided.

TABLE VII-40. READERS' OVERALL EVALUATION OF REVIEWS

READER EVALUATIONS (N=957)

QUALITY

	Mean
Coverage	2.50
Up-to-dateness	2.81
Organization	2.31
Writing	2.51
Format	2.72
Discussion	2.32
	Percentage
Length:	
About right	82%
Too long	4%
Too short	10%

UTILITY

	Mean
Relevance	2.72
Need	2.33
Comparative usefulness	2.58
Purpose of use:	
Obtain overview	2.63
Look up facts	2.20
Identify individuals	2.13
Identify relevant literature	2.36
Update knowledge	2.47
Obtain new knowledge	2.14

IMPACT

	Percentage
Used to make decision	19%
Applied in my work	69%
Used to give advice	42%
Examined other documents	32%
Consulted with author(s) or others	8%
Passed document on to colleague(s)	46%

TABLE VII-41. READERS' EVALUATION OF REVIEWS BY LEVELS OF EFFORT

QUALITY

	Low Effort [N=349]	Medium Effort [N=406]	High Effort [N=202]	Reference Mean/Percent [N=957]
Coverage	2.50	2.50	2.50	(2.50)
Up-to-dateness	2.79	2.81	2.83	(2.81)
Organization	2.34	2.31	2.28	(2.31)
Writing	2.56	2.50	2.45	(2.51)
Format	2.75	2.72	2.67	(2.72)
Discussion	2.34	2.29	2.32	(2.32)
Length:				
About right	83%	83%	82%	(82%)
Too long	2%	4%	6%	(4%)
Too short	12%	10%	8%	(10%)

UTILITY

Relevance	2.69	2.76	2.70	(2.72)
Need	2.28	2.37	2.34	(2.33)
Comparative usefulness	2.57	2.58	2.58	(2.58)
Purpose of use:				
Obtain overview	2.61	2.63	2.65	(2.63)
Look up facts	2.15	2.22	2.23	(2.20)
Identify individuals	2.13	2.14	2.11	(2.13)
Identify relevant literature	2.31	2.37	2.43	(2.36)
Update knowledge	2.46	2.48	2.46	(2.47)
Obtain new knowledge	2.14	2.15	2.12	(2.14)

IMPACT

Used to make decision	15%	19%	24%	(19%)
Applied in my work	66%	72%	66%	(69%)
Used to give advice	42%	42%	45%	(42%)
Examined other documents	28%	34%	32%	(32%)
Consulted with author(s) or others	6%	10%	7%	(8%)
Passed document on to colleague(s)	44%	44%	52%	(46%)

TABLE VII-42. READERS' EVALUATION OF REVIEWS BY LEVEL OF VISIBILITY

QUALITY	Low Visibility [N=342]	Medium Visibility [N=314]	High Visibility [N=301]	Reference Mean/Percent [N=957]
Coverage	2.47	2.50	2.54	(2.50)
Up-to-dateness	2.77	2.82	2.84	(2.81)
Organization	2.30	2.29	2.36	(2.31)
Writing	2.48	2.49	2.57	(2.51)
Format	2.69	2.71	2.77	(2.72)
Discussion	2.25	2.32	2.39	(2.32)
Length:				
About right	84%	81%	82%	(82%)
Too long	3%	5%	4%	(4%)
Too short	9%	10%	12%	(10%)
UTILITY				
Relevance	2.71	2.72	2.73	(2.72)
Need	2.32	2.35	2.32	(2.33)
Comparative usefulness	2.54	2.58	2.62	(2.58)
Purpose of use:				
Obtain overview	2.61	2.61	2.66	(2.63)
Look up facts	2.13	2.24	2.24	(2.20)
Identify individuals	2.11	2.17	2.11	(2.13)
Identify relevant literature	2.34	2.36	2.38	(2.36)
Update knowledge	2.43	2.48	2.50	(2.47)
Obtain new knowledge	2.13	2.17	2.13	(2.14)
IMPACT				
Used to make decision	16%	23%	18%	(19%)
Applied in my work	68%	68%	70%	(69%)
Used to give advice	38%	43%	47%	(42%)
Examined other documents	29%	34%	32%	(32%)
Consulted with author(s) or others	6%	12%	6%	(8%)
Passed document on to colleague(s)	44%	44%	50%	(46%)

TABLE VII-43. READERS' EVALUATIONS OF REVIEWS BY GENERAL SUBJECT AREA

	QUALITY				
	Instr. Content [N=301]	Ed. Adm./ Services [N=200]	Special/ Other Educ. Groups [N=174]	Higher Educ. [N=282]	Reference Mean/Percent [N=957]
Coverage	2.56	2.51	2.48	2.44	(2.50)
Up-to-dateness	2.84	2.80	2.74	2.82	(2.81)
Organization	2.33	2.29	2.33	2.30	(2.31)
Writing	2.52	2.49	2.55	2.50	(2.51)
Format	2.71	2.74	2.69	2.74	(2.72)
Discussion	2.34	2.29	2.34	2.29	(2.32)
Length:					
About right	85%	83%	83%	78%	(82%)
Too long	4%	4%	4%	4%	(4%)
Too short	8%	8%	7%	16%	(10%)
UTILITY					
Relevance	2.77	2.74	2.68	2.69	(2.72)
Need	2.40	2.34	2.28	2.28	(2.33)
Comparative usefulness	2.65	2.54	2.55	2.55	(2.58)
Purpose of use:					
Obtain overview	2.66	2.62	2.54	2.65	(2.63)
Look up facts	2.21	2.22	2.18	2.18	(2.20)
Identify individuals	2.15	2.12	2.11	2.13	(2.13)
Identify relevant literature	2.40	2.33	2.30	2.38	(2.36)
Update knowledge	2.50	2.46	2.51	2.42	(2.47)
Obtain new knowledge	2.16	2.19	2.09	2.11	(2.14)
IMPACT					
Used to make decision	24%	21%	13%	15%	(19%)
Applied in my work	70%	64%	66%	72%	(69%)
Used to give advice	47%	39%	40%	41%	(42%)
Examined other documents	35%	33%	25%	32%	(32%)
Consulted with author(s) or others	6%	10%	7%	9%	(8%)
Passed document on to colleague(s)	45%	45%	48%	46%	(46%)

TABLE VII-44. READERS' EVALUATION OF REVIEWS BY GENERA

QUALITY

	Reading Spec. [N=6]	Spec. Educ. [N=12]	Voc. Educ. [N=29]	Super-visor [N=25]	Coun-selor [N=30]	R & D Staff [N=191]	Instr. Res. Sp [N=58]	Prog. Spec. [N=151]	Prin-cipal [N=20]	Elem. Teach. [N=9]	Sec. Teach. [N=26]	Coll. Prof. [N=252]	Coll. Admin. [N=79]
Coverage	2.33	2.50	2.45	2.68	2.43	2.42	2.53	2.48	2.60	2.33	2.81	2.54	2.41
Up-to-dateness	2.83	2.67	2.79	2.88	2.77	2.79	2.88	2.75	2.90	2.67	2.81	2.83	2.85
Organization	2.50	2.17	2.21	2.28	2.20	2.32	2.28	2.36	2.25	2.22	2.54	2.31	2.27
Writing	2.33	2.50	2.34	2.56	2.47	2.53	2.47	2.59	2.75	2.11	2.69	2.47	2.47
Format	3.00	2.92	2.86	2.64	2.67	2.66	2.66	2.70	2.90	2.89	2.77	2.72	2.81
Discussion	2.33	2.17	2.21	2.40	2.27	2.31	2.21	2.36	2.40	2.11	2.65	2.32	2.28
Length:													
About right	83%	75%	90%	84%	93%	80%	84%	79%	80%	67%	85%	85%	82%
Too long	17%	8%	0%	4%	0%	4%	5%	3%	5%	22%	4%	3%	6%
Too short	0%	8%	7%	12%	3%	13%	9%	13%	10%	11%	8%	9%	10%

UTILITY

	Reading Spec. [N=6]	Spec. Educ. [N=12]	Voc. Educ. [N=29]	Super-visor [N=25]	Coun-selor [N=30]	R & D Staff [N=191]	Instr. Res. Sp [N=58]	Prog. Spec. [N=151]	Prin-cipal [N=20]	Elem. Teach. [N=9]	Sec. Teach. [N=26]	Coll. Prof. [N=252]	Coll. Admin. [N=79]
Relevance	2.67	2.58	2.83	2.76	2.60	2.67	2.57	2.74	2.75	2.67	2.88	2.79	2.71
Need	2.83	2.25	2.31	2.44	2.30	2.25	2.10	2.33	2.15	2.22	2.54	2.44	2.30
Comparative usefulness	2.67	2.83	2.59	2.72	2.40	2.61	2.50	2.50	2.65	2.44	2.62	2.62	2.54
Purpose of use:													
Obtain overview	3.00	2.25	2.55	2.76	2.50	2.62	2.40	2.62	2.80	2.56	2.88	2.65	2.68
Look up facts	2.50	2.17	2.24	2.16	2.23	2.16	2.09	2.26	2.40	2.22	2.27	2.21	2.15
Identify individuals	2.17	2.08	2.14	2.08	2.03	2.18	2.07	2.17	2.10	2.00	2.15	2.14	2.06
Identify relevant literature	2.33	2.42	2.28	2.20	2.23	2.42	2.43	2.34	2.35	2.22	2.50	2.38	2.28
Update knowledge	2.83	2.58	2.38	2.68	2.57	2.41	2.33	2.47	2.65	2.33	2.77	2.47	2.49
Obtain new knowledge	2.17	2.17	1.97	2.20	2.03	2.14	2.19	2.17	2.30	2.33	2.08	2.14	2.09

IMPACT

	Reading Spec. [N=6]	Spec. Educ. [N=12]	Voc. Educ. [N=29]	Super-visor [N=25]	Coun-selor [N=30]	R & D Staff [N=191]	Instr. Res. Sp [N=58]	Prog. Spec. [N=151]	Prin-cipal [N=20]	Elem. Teach. [N=9]	Sec. Teach. [N=26]	Coll. Prof. [N=252]	Coll. Admin. [N=79]
Used to make decision	33%	33%	3%	28%	23%	15%	22%	18%	40%	0%	38%	17%	22%
Applied in my work	83%	75%	66%	68%	73%	68%	36%	73%	75%	56%	81%	71%	71%
Used to give advice	67%	50%	34%	60%	33%	35%	33%	46%	45%	0%	42%	47%	48%
Examined other documents	50%	33%	52%	16%	20%	37%	24%	36%	20%	22%	50%	31%	24%
Consulted with author(s) or others	17%	8%	10%	4%	0%	10%	7%	11%	0%	0%	8%	8%	8%
Passed document on to colleague(s)	50%	25%	69%	36%	50%	49%	43%	38%	35%	11%	31%	45%	68%

E VII-44. READERS' EVALUATION OF REVIEWS BY GENERAL USER GROUPS

QUALITY

n- or 0]	R & D Staff [N=191]	Instr. Res. Sp [N=58]	Prog. Spec. [N=151]	Prin-cipal [N=20]	Elem. Teach. [N=9]	Sec. Teach. [N=26]	Coll. Prof. [N=252]	Coll. Admin. [N=79]	Supert. [N=33]	Other Admin. [N=11]	Reference Mean/ % [N=597]
3	2.42	2.53	2.48	2.60	2.33	2.81	2.54	2.41	2.64	2.36	(2.50)
7	2.79	2.88	2.75	2.90	2.67	2.81	2.83	2.85	2.91	2.45	(2.81)
20	2.32	2.28	2.36	2.25	2.22	2.54	2.31	2.27	2.33	2.45	(2.31)
7	2.53	2.47	2.59	2.75	2.11	2.69	2.47	2.47	2.58	2.55	(2.51)
57	2.66	2.66	2.70	2.90	2.89	2.77	2.72	2.81	2.88	2.55	(2.72)
27	2.31	2.21	2.36	2.40	2.11	2.65	2.32	2.28	2.39	2.18	(2.32)
3%	80%	84%	79%	80%	67%	85%	85%	82%	85%	64%	(82%)
0%	4%	5%	3%	5%	22%	4%	3%	6%	9%	9%	(4%)
3%	13%	9%	13%	10%	11%	8%	9%	10%	3%	9%	(10%)

UTILITY

50	2.67	2.57	2.74	2.75	2.67	2.88	2.79	2.71	2.67	2.64	(2.72)
30	2.25	2.10	2.33	2.15	2.22	2.54	2.44	2.30	2.36	2.18	(2.33)
40	2.61	2.50	2.50	2.65	2.44	2.62	2.62	2.54	2.52	2.55	(2.58)
50	2.62	2.40	2.62	2.80	2.56	2.88	2.65	2.68	2.76	2.36	(2.63)
23	2.16	2.09	2.26	2.40	2.22	2.27	2.21	2.15	2.12	2.09	(2.20)
03	2.18	2.07	2.17	2.10	2.00	2.15	2.14	2.06	2.00	2.18	(2.13)
23	2.42	2.43	2.34	2.35	2.22	2.50	2.38	2.28	2.27	2.09	(2.36)
57	2.41	2.33	2.47	2.65	2.33	2.77	2.47	2.49	2.42	2.36	(2.47)
03	2.14	2.19	2.17	2.30	2.33	2.08	2.14	2.09	2.24	2.09	(2.14)

IMPACT

3%	15%	22%	18%	40%	0%	38%	17%	22%	27%	18%	(19%)
3%	68%	36%	73%	75%	56%	81%	71%	71%	76%	55%	(69%)
3%	35%	33%	46%	45%	0%	42%	47%	48%	45%	36%	(42%)
0%	37%	24%	36%	20%	22%	50%	31%	24%	15%	36%	(32%)
0%	10%	7%	11%	0%	0%	8%	8%	8%	9%	18%	(8%)
0%	49%	43%	38%	35%	11%	31%	45%	68%	55%	36%	(46%)

TABLE VII-45. READERS' OVERALL EVALUATION OF PRACTICAL GUIDANCE PAPERS

READER EVALUATIONS (N=456)

QUALITY

	Mean
Coverage	2.43
Up-to-dateness	2.77
Organization	2.33
Writing	2.53
Format	2.74
Discussion	2.30
	Percentage
Length:	
About right	83%
Too long	4%
Too short	8%

UTILITY

	Mean
Relevance	2.67
Need	2.35
Comparative usefulness	2.52
Purpose of use:	
Obtain overview	2.54
Look up facts	2.24
Identify individuals	2.12
Identify relevant literature	2.26
Update knowledge	2.41
Obtain new knowledge	2.18

IMPACT

	Percentage
Used to make decision	23%
Applied in my work	65%
Used to give advice	49%
Examined other documents	27%
Consulted with author(s) or others	6%
Passed document on to colleague(s)	50%

TABLE VII-46. READERS' EVALUATION OF PRACTICAL GUIDANCE PAPERS BY LEVELS OF EFFORT

QUALITY

	Low Effort [N=86]	Medium Effort [N=167]	High Effort [N=203]	Reference Mean/Percent [N=456]
Coverage	2.41	2.38	2.49	(2.43)
Up-to-dateness	2.77	2.75	2.79	(2.77)
Organization	2.34	2.32	2.33	(2.33)
Writing	2.64	2.53	2.48	(2.53)
Format	2.83	2.75	2.70	(2.74)
Discussion	2.40	2.24	2.30	(2.30)
Length:				
About right	81%	83%	85%	(83%)
Too long	2%	4%	4%	(4%)
Too short	10%	10%	6%	(8%)

UTILITY

Relevance	2.63	2.63	2.72	(2.67)
Need	2.24	2.31	2.43	(2.35)
Comparative usefulness	2.37	2.48	2.62	(2.52)
Purpose of use:				
Obtain overview	2.48	2.44	2.65	(2.54)
Look up facts	2.16	2.28	2.25	(2.24)
Identify individuals	2.13	2.14	2.09	(2.12)
Identify relevant literature	2.28	2.25	2.27	(2.26)
Update knowledge	2.41	2.34	2.48	(2.41)
Obtain new knowledge	2.08	2.17	2.24	(2.18)

IMPACT

Used to make decision	13%	25%	25%	(23%)
Applied in my work	57%	69%	65%	(65%)
Used to give advice	40%	46%	55%	(49%)
Examined other documents	28%	25%	29%	(27%)
Consulted with author(s) or others	2%	8%	7%	(6%)
Passed document on to colleague(s)	48%	43%	56%	(50%)

TABLE VII-47. READERS' EVALUATION OF PRACTICAL GUIDANCE PAPERS BY LEVELS OF VISIBILITY

QUALITY

	Low Visibility [N=77]	Medium Visibility [N=126]	High Visibility [N=253]	Reference Mean/Percent [N=456]
Coverage	2.40	2.35	2.49	(2.43)
Up-to-dateness	2.79	2.76	2.77	(2.77)
Organization	2.29	2.33	2.34	(2.33)
Writing	2.55	2.52	2.53	(2.53)
Format	2.74	2.76	2.73	(2.74)
Discussion	2.30	2.25	2.32	(2.30)
Length:				
About right	92%	78%	83%	(83%)
Too long	4%	3%	4%	(4%)
Too short	3%	13%	7%	(8%)

UTILITY

Relevance	2.71	2.56	2.72	(2.67)
Need	2.29	2.21	2.44	(2.35)
Comparative usefulness	2.48	2.40	2.59	(2.52)
Purpose of use:				
Obtain overview	2.45	2.43	2.62	(2.54)
Look up facts	2.21	2.21	2.27	(2.24)
Identify individuals	2.08	2.20	2.09	(2.12)
Identify relevant literature	2.29	2.24	2.27	(2.26)
Update knowledge	2.35	2.33	2.47	(2.41)
Obtain new knowledge	2.18	2.15	2.20	(2.18)

IMPACT

Used to make decision	27%	14%	26%	(23%)
Applied in my work	77%	57%	66%	(65%)
Used to give advice	49%	39%	53%	(49%)
Examined other documents	21%	27%	29%	(27%)
Consulted with author(s) or others	3%	10%	6%	(6%)
Passed document on to colleague(s)	45%	43%	54%	(50%)

TABLE VII-48. READERS' EVALUATION OF PRACTICAL GUIDANCE PAPERS BY GENERAL SUBJECT AREA

QUALITY

	Instr. Content [N=144]	Ed. Adm./ Services [N=142]	Special/ Other Educ. Groups [N=114]	Higher Educ. [N=56]	Reference Mean/Percent [N=456]
Coverage	2.47	2.44	2.41	2.36	(2.43)
Up-to-dateness	2.71	2.79	2.82	2.79	(2.77)
Organization	2.34	2.35	2.32	2.29	(2.33)
Writing	2.63	2.48	2.54	2.39	(2.53)
Format	2.77	2.74	2.74	2.68	(2.74)
Discussion	2.31	2.30	2.29	2.29	(2.30)
Length:					
About right	83%	86%	85%	75%	(83%)
Too long	1%	4%	4%	7%	(4%)
Too short	9%	6%	7%	13%	(8%)

UTILITY

Relevance	2.67	2.70	2.69	2.54	(2.67)
Need	2.30	2.42	2.36	2.29	(2.35)
Comparative usefulness	2.47	2.52	2.62	2.46	(2.52)
Purpose of use:					
Obtain overview	2.49	2.58	2.61	2.45	(2.54)
Look up facts	2.27	2.26	2.26	2.09	(2.24)
Identify individuals	2.10	2.13	2.11	2.11	(2.12)
Identify relevant literature	2.21	2.28	2.34	2.20	(2.26)
Update knowledge	2.42	2.40	2.50	2.27	(2.41)
Obtain new knowledge	2.10	2.23	2.24	2.18	(2.18)

IMPACT

Used to make decision	17%	25%	27%	23%	(23%)
Applied in my work	63%	61%	73%	66%	(65%)
Used to give advice	50%	50%	47%	45%	(49%)
Examined other documents	22%	32%	31%	23%	(27%)
Consulted with author(s) or others	2%	9%	9%	5%	(6%)
Passed document on to colleague(s)	45%	50%	56%	46%	(50%)

TABLE VII-49. READERS' EVALUATION OF PRACTICAL GUI
USER GROUPS

QUALITY

	Reading Spec. [N=10]	Spec. Educ. [N=9]	Voc. Educ. [N=6]	Super-visor [N=20]	Coun-selor [N=25]	R & D Staff [N=69]	Instr. Res. Sp. [N=33]	Prog. Spec. [N=83]	Prin-cipal [N=11]	Elem. Teach. [N=7]	Sec. Teach. [N=20]	Coll. Prof. [N=69]
Coverage	2.50	2.33	2.50	2.65	2.24	2.25	2.70	2.49	2.27	3.00	2.30	2.42
Up-to-dateness	2.90	2.89	2.83	2.85	2.84	2.78	2.85	2.70	2.82	3.00	2.80	2.62
Organization	2.50	2.44	2.17	2.40	2.12	2.22	2.39	2.25	2.09	2.29	2.35	2.48
Writing	2.70	2.67	2.33	2.70	2.32	2.43	2.61	2.51	2.18	2.43	2.80	2.67
Format	2.80	2.89	2.67	2.85	2.48	2.68	2.67	2.78	2.82	2.57	2.85	2.75
Discussion	2.30	2.44	2.33	2.50	2.00	2.14	2.48	2.39	2.27	2.14	2.30	2.32
Length:												
About right	90%	67%	100%	75%	72%	75%	94%	89%	100%	43%	95%	80%
Too long	0%	0%	0%	5%	16%	3%	3%	2%	0%	29%	0%	1%
Too short	10%	22%	0%	10%	0%	16%	3%	5%	0%	0%	5%	14%

UTILITY

Relevance	2.90	2.89	2.33	2.65	2.24	2.64	2.88	2.72	2.55	2.86	2.55	2.75
Need	2.50	2.56	2.17	2.45	2.16	2.29	2.42	2.36	2.36	2.71	2.15	2.41
Comparative usefulness	2.50	2.44	2.50	2.55	2.28	2.42	2.64	2.55	2.64	2.57	2.40	2.43
Purpose of use:												
Obtain overview	2.70	2.56	2.50	2.65	2.28	2.54	2.42	2.58	2.55	2.57	2.55	2.46
Look up facts	2.50	2.22	2.00	2.15	2.08	2.30	2.33	2.19	2.09	2.57	2.25	2.25
Identify individuals	2.00	2.11	2.00	2.30	2.12	2.10	2.00	2.13	2.00	2.29	2.05	2.10
Identify relevant literature	2.10	2.67	2.00	2.35	2.24	2.17	2.21	2.23	2.18	2.43	2.10	2.32
Update knowledge	2.80	2.33	2.33	2.60	2.36	2.32	2.48	2.45	2.64	2.57	2.30	2.38
Obtain new knowledge	2.30	2.44	2.00	2.20	2.16	2.14	2.21	2.19	2.18	2.29	2.10	2.10

IMPACT

Used to make decision	20%	33%	33%	40%	28%	16%	30%	14%	45%	29%	5%	16%
Applied in my work	90%	78%	83%	65%	60%	61%	67%	66%	73%	71%	45%	68%
Used to give advice	40%	56%	50%	55%	28%	42%	36%	48%	91%	0%	45%	57%
Examined other documents	20%	44%	33%	20%	4%	29%	12%	31%	27%	0%	35%	25%
Consulted with author(s) or others	0%	22%	0%	0%	12%	12%	3%	7%	0%	0%	10%	6%
Passed document on to colleague(s)	30%	67%	67%	40%	64%	39%	64%	52%	73%	14%	60%	35%

TABLE VII-49. READERS' EVALUATION OF PRACTICAL GUIDANCE PAPERS BY GENERAL USER GROUPS

QUALITY

er- or 20]	Coun- selor [N=25]	R & D Staff [N=69]	Instr. Res. Sp. [N=33]	Prog. Spec. [N=83]	Prin- cipal [N=11]	Elem. Teach. [N=7]	Sec. Teach. [N=20]	Coll. Prof. [N=69]	Coll. Admin. [N=19]	Supert. [N=29]	Other Admin. [N=30]	Reference Mean/% [N=436]
.65	2.24	2.25	2.70	2.49	2.27	3.00	2.30	2.42	2.47	2.45	2.47	(2.43)
85	2.84	2.78	2.85	2.70	2.82	3.00	2.80	2.62	2.79	2.93	2.73	(2.77)
40	2.12	2.22	2.39	2.25	2.09	2.29	2.35	2.48	2.32	2.38	2.47	(2.33)
.70	2.32	2.43	2.61	2.51	2.18	2.43	2.80	2.67	2.47	2.52	2.47	(2.53)
.85	2.48	2.68	2.67	2.78	2.82	2.57	2.85	2.75	2.74	2.76	2.77	(2.74)
.50	2.00	2.14	2.48	2.39	2.27	2.14	2.30	2.32	2.32	2.31	2.23	(2.30)
5%	72%	75%	94%	89%	100%	43%	95%	80%	74%	90%	87%	(83%)
5%	16%	3%	3%	2%	0%	29%	0%	1%	5%	7%	3%	(4%)
0%	0%	16%	3%	5%	0%	0%	5%	14%	16%	3%	3%	(8%)

UTILITY

.65	2.24	2.64	2.88	2.72	2.55	2.86	2.55	2.75	2.58	2.69	2.73	(2.67)
.45	2.16	2.29	2.42	2.36	2.36	2.71	2.15	2.41	2.31	2.34	2.40	(2.35)
55	2.28	2.42	2.64	2.55	2.64	2.57	2.40	2.43	2.79	2.59	2.67	(2.52)
65	2.28	2.54	2.42	2.58	2.55	2.57	2.55	2.46	2.63	2.52	2.73	(2.54)
15	2.08	2.30	2.33	2.19	2.09	2.57	2.25	2.25	2.26	2.21	2.27	(2.24)
30	2.12	2.10	2.00	2.13	2.00	2.29	2.05	2.10	2.11	2.21	2.13	(2.12)
35	2.24	2.17	2.21	2.23	2.18	2.43	2.10	2.32	2.37	2.38	2.37	(2.26)
60	2.36	2.32	2.48	2.45	2.64	2.57	2.30	2.38	2.42	2.41	2.33	(2.41)
20	2.16	2.14	2.21	2.19	2.18	2.29	2.10	2.10	2.32	2.24	2.27	(2.18)

IMPACT

0%	28%	16%	30%	14%	45%	29%	5%	16%	32%	41%	30%	(23%)
5%	60%	61%	67%	66%	73%	71%	45%	68%	74%	62%	57%	(65%)
5%	28%	42%	36%	48%	91%	0%	45%	57%	37%	69%	50%	(49%)
0%	4%	29%	12%	31%	27%	0%	35%	25%	42%	34%	27%	(27%)
0%	12%	12%	3%	7%	0%	0%	10%	6%	5%	3%	3%	(6%)
0%	64%	39%	64%	52%	73%	14%	60%	35%	53%	62%	53%	(50%)

TABLE VII-50. READERS' OVERALL EVALUATION OF BIBLIOGRAPHIES

READER EVALUATIONS (N=501)

QUALITY

	Mean
Coverage	2.49
Up-to-dateness	2.78
Organization	2.23
Format	2.72
Textual material	2.47

No. of references:	Percentage
About right	81%
Too many	4%
Too few	11%

UTILITY

	Mean
Relevance	2.77
Need	2.39
Comparative usefulness	2.70

Purpose of use:	Percentage
To identify documents on particular topics	73%
To identify documents on particular projects	41%
To identify documents by particular individuals	13%
To identify documents from particular institutions	11%
To perform comprehensive search of literature	55%
To see kinds of new work being reported	67%

IMPACT

Were cited documents examined? Yes 381 (76%)

Was content of cited document(s) as expected from bibliographic reference? Yes 73 % No 27 %

TABLE VII-51. READERS' EVALUATION OF BIBLIOGRAPHIES BY LEVEL OF EFFORT

QUALITY

	Low Effort [N=237]	Medium Effort [N=112]	High Effort [N=152]	Reference Mean/Percent [N=501]
Coverage	2.48	2.47	2.50	(2.49)
Up-to-dateness	2.80	2.70	2.81	(2.78)
Organization	2.19	2.29	2.25	(2.23)
Format	2.70	2.71	2.76	(2.72)
Textual material	2.46	2.47	2.47	(2.47)
No. of references:				
About right	82%	81%	78%	(81%)
Too many	4%	3%	5%	(4%)
Too few	10%	11%	14%	(11%)

UTILITY

Relevance	2.77	2.78	2.75	(2.77)
Need	2.37	2.47	2.35	(2.39)
Comparative usefulness	2.72	2.63	2.73	(2.70)
Purpose of use:				
To identify documents on particular topics	73%	72%	72%	(73%)
To identify documents on particular projects	41%	46%	35%	(41%)
To identify documents by particular individuals	15%	9%	14%	(13%)
To identify documents from particular institutions	11%	13%	8%	(11%)
To perform comprehensive search of literature	55%	59%	52%	(55%)
To see kinds of new work being reported	65%	70%	66%	(67%)

IMPACT

Were cited documents examined? (Yes)	75%	74%	80%	(76%)
Was content of cited document(s) as expected from bibliographic reference? (Yes/No)	Y=72% N=28%	Y=71% N=29%	Y=76% N=24%	(Y=73%) (N=27%)

TABLE VII-52. READERS' EVALUATION OF BIBLIOGRAPHIES BY LEVEL OF VISIBILITY

QUALITY

	Low Visibility [N=244]	Medium Visibility [N=230]	High Visibility [N=27]	Reference Mean/Percent [N=501]
Coverage	2.50	2.48	2.44	(2.49)
Up-to-dateness	2.80	2.74	2.89	(2.78)
Organization	2.23	2.24	2.07	(2.23)
Format	2.73	2.73	2.59	(2.72)
Textual material	2.51	2.43	2.41	(2.47)
No. of references:				
About right	84%	78%	81%	(81%)
Too many	3%	5%	4%	(4%)
Too few	9%	14%	7%	(11%)

UTILITY

Relevance	2.75	2.77	2.85	(2.77)
Need	2.39	2.39	2.33	(2.39)
Comparative usefulness	2.73	2.69	2.59	(2.70)
Purpose of use:				
To identify documents on particular topics	73%	72%	70%	(73%)
To identify documents on particular projects	43%	38%	41%	(41%)
To identify documents by particular individuals	13%	14%	11%	(13%)
To identify documents from particular institutions	12%	10%	7%	(11%)
To perform comprehensive search of literature	54%	59%	37%	(55%)
To see kinds of new work being reported	68%	63%	81%	(67%)

IMPACT

Were cited documents examined? (Yes)	72%	81%	70%	(76%)
Was content of cited document(s) as expected from bibliographic reference? (Yes/No)	Y=69% N=31%	Y=77% N=23%	Y=67% N=33%	(Y=73%) (N=27%)

TABLE VII-53. READERS' EVALUATION OF BIBLIOGRAPHIES BY GENERAL SUBJECT AREA

QUALITY

	Instr. Content [N=174]	Ed. Adm./ Services [N=161]	Special/ Other Educ Groups [N=145]	Higher Educ. [N=21]	Reference Mean/Percent [N=501]
Coverage	2.50	2.44	2.54	2.38	(2.49)
Up-to-dateness	2.76	2.80	2.76	2.90	(2.78)
Organization	2.19	2.23	2.28	2.24	(2.23)
Format	2.73	2.71	2.72	2.81	(2.72)
Textual material	2.41	2.48	2.53	2.38	(2.47)
No. of references: About right	80%	78%	82%	100%	(81%)
Too many	5%	4%	3%	0%	(4%)
Too few	11%	14%	9%	0%	(11%)

UTILITY

Relevance	2.75	2.79	2.77	2.76	(2.77)
Need	2.37	2.34	2.45	2.43	(2.39)
Comparative usefulness	2.71	2.66	2.72	2.76	(2.70)
Purpose of use: To identify documents on particular topics	73%	73%	73%	67%	(73%)
To identify documents on particular projects	41%	36%	44%	43%	(41%)
To identify documents by particular individuals	19%	9%	12%	10%	(13%)
To identify documents from particular institutions	7%	12%	13%	14%	(11%)
To perform comprehensive search of literature	63%	53%	50%	38%	(55%)
To see kinds of new work being reported	67%	67%	66%	71%	(67%)

IMPACT

Were cited documents examined? (Yes)	79%	80%	68%	76%	(76%)
Was content of cited document(s) as expected from bibliographic reference? (Yes/No)	Y=75% N=25%	Y=76% N=24%	Y=66% N=34%	Y=76% N=24%	(Y=73%) (N=27%)

TABLE VII-54. READERS' EVALUATIO

	Reading Spec. [N=10]	Spec. Educ. [N=18]	Voc. Educ. [N=5]	Super-visor [N=15]	Coun-selor [N=11]	R & D Staff [N=53]	Instr. Res. Sp. [N=85]	Prog. Spec. [N=90]	Prin-cipal [N=10]
QUALITY									
Coverage	2.30	2.56	2.40	2.47	2.36	2.47	2.41	2.47	2.60
Up-to-dateness	2.60	2.72	2.60	2.67	2.27	2.72	2.78	2.82	3.00
Organization	2.00	2.22	2.00	2.33	1.91	2.26	2.29	2.18	2.30
Format	2.90	2.78	2.60	2.67	2.36	2.70	2.69	2.69	2.90
Textual material	2.10	2.56	2.20	2.80	2.45	2.36	2.52	2.38	2.70
No. of references: About right	100%	83%	80%	87%	91%	85%	72%	84%	90%
Too many	0%	6%	0%	0%	0%	2%	7%	0%	0%
Too few	0%	11%	0%	7%	0%	11%	18%	10%	10%
UTILITY									
Relevance	3.00	2.78	2.80	2.80	2.45	2.68	2.80	2.77	3.00
Need	2.60	2.28	2.80	2.47	2.09	2.47	2.27	2.38	2.60
Comparative usefulness	2.60	2.94	2.40	2.73	2.55	2.66	2.56	2.70	2.70
Purpose of use: To identify documents on particular topics	40%	83%	80%	80%	100%	70%	74%	79%	40%
To identify documents on particular projects	30%	44%	60%	60%	64%	47%	26%	48%	50%
To identify documents by particular individuals	20%	17%	20%	33%	9%	9%	6%	19%	30%
To identify documents from particular institutions	0%	28%	20%	20%	0%	13%	8%	16%	30%
To perform comprehensive search of literature	70%	56%	100%	53%	73%	64%	48%	52%	90%
To see kinds of new work being reported	60%	61%	100%	53%	100%	60%	62%	72%	40%
IMPACT									
Were cited documents examined? (Yes)	90%	72%	100%	80%	55%	77%	62%	83%	80%
Was content of cited document(s) as expected from bibliographic reference? (Yes/No)	Y=60% N=40%	Y=61% N=39%	Y=100% N= 0%	Y=80% N=20%	Y=55% N=45%	Y=75% N=25%	Y=62% N=38%	Y=79% N=21%	Y 70% N=30%

(pa

I-54. READERS' EVALUATION OF BIBLIOGRAPHIES BY GENERAL USER GROUPS

QUALITY

& D taff =53]	Instr. Res. Sp. [N=85]	Prog. Spec. [N=90]	Prin-cipal [N=10]	Elem. Teach. [N=10]	Sec. Teach. [N=27]	Coll. Prof. [N=108]	Coll. Admin. [N=13]	Supert. [N=13]	Other Admin. [N=16]	Reference Mean/% [N=501]
.47	2.41	2.47	2.60	2.80	2.52	2.58	2.31	2.50	2.20	(2.49)
.72	2.78	2.82	3.00	2.90	2.70	2.85	2.85	2.94	2.47	(2.78)
.26	2.29	2.18	2.30	2.20	2.30	2.29	2.00	2.31	1.87	(2.23)
.70	2.69	2.69	2.90	2.90	2.63	2.81	2.69	2.75	2.60	(2.72)
.36	2.52	2.38	2.70	2.50	2.30	2.56	2.54	2.63	2.27	(2.47)
85%	72%	84%	90%	50%	89%	81%	69%	88%	53%	(81%)
2%	7%	0%	0%	10%	7%	5%	0%	0%	27%	(4%)
11%	18%	10%	10%	10%	0%	13%	23%	13%	7%	(11%)

UTILITY

2.68	2.80	2.77	3.00	2.70	2.78	2.84	2.62	2.94	2.33	(2.77)
2.47	2.27	2.38	2.60	2.30	2.37	2.43	2.23	2.50	2.40	(2.39)
2.66	2.56	2.70	2.70	2.60	2.81	2.81	2.77	2.75	2.40	(2.70)
70%	74%	79%	40%	40%	74%	76%	85%	81%	33%	(73%)
47%	26%	48%	50%	20%	37%	44%	31%	38%	13%	(41%)
9%	6%	19%	30%	10%	26%	12%	0%	13%	7%	(13%)
13%	8%	16%	30%	10%	7%	7%	8%	6%	7%	(11%)
64%	48%	52%	90%	30%	37%	60%	54%	50%	47%	(55%)
60%	62%	72%	40%	50%	85%	68%	77%	63%	53%	(67%)

IMPACT

77%	62%	83%	80%	60%	78%	85%	77%	88%	40%	(76%)
=75% =25%	Y=62% N=38%	Y=79% N=21%	Y 70% N=30%	Y=60% N=40%	Y=78% N=22%	Y=81% N=19%	Y=77% N=23%	Y=88% N=13%	Y=33% N=67%	(Y=73%) (N=27%)

TABLE VII-55. SPECIALISTS' OVERALL EVALUATIONS OF REVIEWS

SPECIALISTS' EVALUATIONS (N= 208)

QUALITY

	Excellent	Good	Fair	Poor	Not Applicable	No Response
Choice of author	40%	39%	7%	1%	6%	6%
Selection of content/material	43%	39%	12%	4%	0%	2%
Choice of references	44%	40%	9%	2%	1%	3%
Inclusion of current material	46%	36%	9%	4%	1%	3%
Accuracy	46%	45%	3%	2%	3%	1%
Interpretation	33%	37%	17%	9%	2%	2%
Organization	42%	41%	11%	4%	0%	1%
Organization of references	40%	42%	8%	3%	6%	1%
Format	21%	47%	22%	3%	5%	2%
Writing	40%	45%	14%	1%	0%	1%

UTILITY

Would you recommend to colleagues?

Yes 92% No 8%

If yes:

Purpose of Use (N=191)	Usefulness for Various Purposes			
	Very Useful	Somewhat Useful	Not At All Useful	No Response
Obtain overview	80%	20%	1%	0%
Look up facts	31%	56%	12%	2%
Identify relevant literature	64%	32%	3%	1%
Identify individuals or institutions	51%	41%	8%	1%
Update knowledge	45%	47%	8%	1%
Obtain new knowledge	51%	36%	11%	2%
Obtain practical guidance	44%	45%	9%	2%
Other:	6%	1%	0%	93%

Need for Document of This Type

59% Very great
38% Moderately great
3% Not at all great

Overall Usefulness of Document

64% It is a very useful document.
29% It is not unusually useful, but it is worth having available.
7% Its usefulness is too limited to justify its publication.

TABLE VII-56. SPECIALISTS' OVERALL EVALUATIONS OF PRACTICAL GUIDANCE PAPERS

SPECIALISTS' EVALUATIONS (N=94)

QUALITY

	Excellent	Good	Fair	Poor	Not Applicable	No Response
Choice of author	38%	32%	7%	5%	12%	5%
Selection of content/material	40%	30%	17%	6%	6%	0%
Choice of references	30%	35%	12%	7%	15%	1%
Inclusion of current material	34%	35%	18%	9%	3%	1%
Accuracy	36%	36%	10%	4%	12%	2%
Interpretation	34%	36%	10%	9%	10%	2%
Organization	35%	43%	10%	9%	2%	2%
Organization of references	23%	40%	6%	4%	19%	6%
Format	26%	38%	26%	9%	0%	2%
Writing	43%	36%	12%	4%	4%	1%

UTILITY

Would you recommend to colleagues?

Yes 83% No 17%

If yes:

Usefulness for Various Purposes

Purpose of Use (N=78)	Very Useful	Somewhat Useful	Not At All Useful	No Response
Obtain overview	72%	24%	4%	0%
Look up facts	36%	47%	17%	0%
Identify relevant literature	46%	32%	17%	5%
Identify individuals or institutions	42%	32%	21%	5%
Update knowledge	44%	45%	9%	3%
Obtain new knowledge	50%	39%	12%	0%
Obtain practical guidance	69%	26%	5%	0%
Other: ____________	8%	4%	0%	89%
____________				

Need for Document of This Type

48% Very great
48% Moderately great
3% Not at all great

Overall Usefulness of Document

53% It is a very useful document.
30% It is not unusually useful, but it is worth having available.
17% Its usefulness is too limited to justify its publication.

TABLE VII-57. SPECIALISTS' OVERALL EVALUATIONS OF BIBLIOGRAPHIES

SPECIALISTS' EVALUATIONS (N=129)

QUALITY

	Excellent	Good	Fair	Poor	Not Applicable	No Response
Choice of author	26%	32%	9%	5%	21%	7%
Selection of content/material	23%	33%	15%	5%	22%	2%
Choice of references	26%	34%	17%	3%	14%	5%
Inclusion of current material	33%	40%	12%	12%	4%	0%
Accuracy	39%	33%	5%	1%	21%	2%
Interpretation	16%	34%	6%	4%	39%	2%
Organization	23%	40%	5%	9%	23%	1%
Organization of references	31%	39%	9%	6%	9%	7%
Format	19%	50%	19%	9%	3%	1%
Writing	29%	45%	8%	2%	16%	1%

UTILITY

Would you recommend to colleagues?

Yes 88% No 12%

If yes:

Purpose of Use (N=114)	Usefulness for Various Purposes			
	Very Useful	Somewhat Useful	Not At All Useful	No Response
Obtain overview	61%	27%	7%	4%
Look up facts	29%	47%	20%	4%
Identify relevant literature	71%	28%	0%	1%
Identify individuals or institutions	46%	49%	5%	0%
Update knowledge	44%	45%	9%	3%
Obtain new knowledge	30%	48%	17%	5%
Obtain practical guidance	38%	40%	19%	3%
Other: ____________	5%	1%	0%	94%
____________				

Need for Document of This Type

51% Very great
46% Moderately great
3% Not at all great

Overall Usefulness of Document

50% It is a very useful document.
43% It is not unusually useful, but it is worth having available.
6% Its usefulness is too limited to justify its publication.

TABLE VII-58.

A. TABLE OF SAMPLE SIZES

		Reviews	Practical Guidance Papers	Bibliographies
OVERALL EVALUATIONS		957	456	501
By Level of Effort	Low	349	86	237
	Med.	406	167	112
	High	202	203	152
By Level of Visibility	Low	342	77	244
	Med.	314	126	230
	High	301	253	27
By Subject	1	301	144	174
	2	200	142	161
	3	174	114	145
	4	282	56	21
By User Group	1	6	10	10
	2	12	9	18
	3	29	6	5
	4	25	20	15
	5	30	25	11
	6	191	69	53
	7	58	33	85
	8	151	83	90
	9	20	11	10
	10	9	7	10
	11	26	20	27
	12	252	69	108
	13	79	19	13
	14	33	29	16
	15	11	30	15

B. REFEREN

10	2
.62	.47
.46	.37

To Use:

1. Find
2. Take
3. Find diffe level

TABLE VII-58. REFERENCE TABLE FOR COMPUTING SIGNIFICANCE TESTS

Bibliographies

501

237
112
152

244
230
27

174
161
145
21

10
18
5
15
11
53
85
90
10
10
27
108
13
16
15

B. REFERENCE TABLE FOR APPROXIMATING SIGNIFICANCE DIFFERENCES

Required Differences in Means for Approximate Sample Sizes								STATISTICAL SIGNIFICANCE LEVEL
10	20	30	75	150	225	300	500 or more	
.62	.47	.33	.24	.17	.14	.12	.09	.01
.46	.37	.26	.20	.13	.12	.09	.06	.05

To Use:

1. Find the difference between the two means being compared;
2. Take the average of the two sample sizes involved (Table A);
3. Find the closest approximate sample size in Table B and check the difference that is required in that column for either the .01 or .05 level of confidence.

VIII
CONCLUSIONS/RECOMENDATIONS

VIII. SUMMARY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study has clearly demonstrated that NCEC information analysis products are—in varying degrees--known and read and, on the whole, are favorably received by the survey-respondent populations.

A second and equally significant conclusion is that there is still a great deal of room for improvement in alerting the educational community to information analysis products and in facilitating its access to these products.

These two conclusions and others of importance are discussed more fully in the following three sections, which focus on the major study issues, subsidiary study issues, and implications for future survey methodology. In these discussions, reference is made to sections in previous chapters that contain data supporting the stated conclusions, or the relevant data are summarized in the text. Recommendations are made only to the extent that the survey findings point toward the need for specific followup policy decisions or actions.

In examining our findings, the reader should keep in mind that no discipline has well-recognized standards for the adequacy of information dissemination.* This means that there is no generally agreed-upon framework for judging the adequacy of information exchange among professional communities or between information-dissemination units, such as NCEC, and the potential users of the information.** For example, it is not possible to say, a priori, whether

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*There are some data available in the literature on diffusion and adoption of innovations, but we do not believe that they can be applied directly to this study.

**For planning purposes, the project staff formulated some expectations along these lines. For example, we anticipated that one out of four respondents to the Screening Questionnaire (Q1) would be a product user and, therefore, a potential product evaluator. This was a gross underestimation of the actual ratio of users to non-users, which was almost 7 to 1.

10, 50, or 90 percent of the population studied should have been able to report familiarity with NCEC products. Of those who were familiar, should 10, 50, or 90 percent have actually read one or more of the 10 products they were asked to evaluate? Should 10, 50, or 90 percent of the expressions of user satisfaction with the products be above the midpoint on the evaluation scales?

The present study provides useful baseline data for positing goals for future information analysis activities and for establishing standards of excellence for future products.

A. MAJOR STUDY ISSUES

Several questions to be addressed in this study were identified in the Introduction to this report. Summaries of the general findings relative to these questions are presented below. The discussion reflects only the findings for this study's respondent populations, but we believe that the survey methodology as a whole, the sampling procedures, rates of returns, and ultimate sample sizes provide a strong base for drawing these general conclusions and recommendations.

1. ARE USERS FAMILIAR WITH NCEC INFORMATION ANALYSIS PRODUCTS?

REFERENCE: Chapter V, Sections A and B

The question of respondents' familiarity with NCEC products is addressed at both general and product-specific levels.

General Familiarity. Among the total 3,013 respondents to the Screening Questionnaire, 2,526 or 87 percent, were familiar with (i.e., had heard about or had read) products from at least one NCEC unit. Of the non-random sample only, 94 percent reported prior familiarity with products; surprisingly, of the random sample, 72 percent reported prior familiarity. This finding does not support the conclusions drawn in the recently completed Indiana University study,* which found that there is very little awareness of NCEC information analysis products among ERIC users. Assuming that the populations were reasonably similar, one possible explanation for the different results is that the Indiana study respondents were not sure which products are specifically called "interpretive summaries" or "research reviews." These terms, as "information analysis products" itself, are peculiar to information science and can best be understood by example. The color insert in Q1 of examples of products and the document representations in Q2--which are important features of the SDC survey methodology--may have provided our survey participants with the necessary stimuli for a more solid and accurate basis for recalling the materials. This interpretation is supported by the fact that some Q1 respondents indicated that they were ERIC users but did not know the particular products shown in the color insert.

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*Bernard M. Fry, Final Report: Evaluation Study of ERIC Products and Services, Indiana University, March 1972.

Some specific findings suggest that the high level of general familiarity found in the present study may be somewhat inflated. For example, a considerable number of Q1 respondents (21 percent for the random sample and 41 percent for the nonrandom sample) indicated familiarity with EMC bibliographies and were classed as NCEC "users." Yet, on a product-specific level, their apparent level of familiarity with EMC bibliographies was not borne out. Although these bibliographies are widely disseminated directly by the USOE and indirectly through GPO, the universe of EMC bibliographies is sufficiently small that (to validate the rates found in Q1) the rate of recognition by evaluators (in Q2) should have been higher. It is possible that the term "Educational Materials Center Bibliographies" is so general (there are numerous Educational Materials Centers throughout the country) that some respondents may have assumed a familiarity that did not in fact exist.

There is little to be gained in speculating on the exact number of false recognitions reflected in the level of familiarity data. The main finding--that there is a high level of general familiarity with NCEC products--is substantially borne out by the ensuing "hit rate," i.e., matches of specific products with actual readers, in the Evaluation Questionnaire Survey.

Product-Specific Familiarity. Over half (approximately 60 percent) of the 1,251 respondents contributed at least one Reader evaluation to the total of 1,914 Reader evaluations (across all product types). This percentage representation was comprised equally of random and non-random sample participants. It is quite probable that this hit rate might have been even better, since the 146 products selected by the project staff for the study represented only a part of the whole range of NCEC products. How much better, we do not know. What is known, however, is that the data by cases, i.e., by each individual and his package of 10 documents, strongly demonstrate the potential for even greater use of NCEC products--in 69 percent of the cases (across all product types), products had neither been heard of nor read. The potential for greater use is supported by the generally high levels of need and potential relevance reported by Non-readers in appraising NCEC products brought to their attention in the study.

The need for improving awareness of NCEC products was shown even more dramatically in the document-by-document analysis. For example, a Practical Guidance Paper on adult basic education and English as a second language, published in 1969, received strongly favorable reviews from all three Specialists.* Although it is apparently a very significant contribution to the literature, it had been read or skimmed by only 2 percent of the 55 users who were asked to review it; 84 percent had neither heard about it or read it.

The responses of the Non-user population provide another indication of the potential for increased use. Although this population might have been expected to exhibit some general apathy toward information in their responses to the "need" and "reasons for not reading" items, they did not. In approximately two-thirds of the cases, the documents brought to their attention appeared to be potentially useful, even very useful, and in no cases did Non-users who had previously heard about a product indicate a lack of interest in it; their chief problem was that they could not readily obtain a copy.

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*Patricia Hefferman-Cabrera. A Handbook for Teachers of English to Non-English Speaking Adults, October, 1969. (Document No. 14)

Both Non-reader and Non-user data indicate a twofold problem:

1. There is a general lack of awareness of NCEC products on a product-specific level.
2. There is a general belief that the products are not easily accessible.

This problem causes an under-utilization of products that are demonstrably of potential value to educators. We recommend that action be initiated to develop a three- to five-year plan for improving both the alerting function and the delivery system associated with NCEC products. These plans should include specific targets reflecting reasonable increments of utilization and product recognition found in the present survey.

The need for improved alerting procedures was specifically noted by several respondents in their general comments. The alerting function needs to include an announcement system that goes beyond the current procedures, such as PREP Briefs (disseminated through state education agencies), listings in ERIC Products or Research in Education, or newsletter announcements. Some of the document representation and document assignment techniques used in this project may be useful as a basis for developing a Selective Dissemination of Information (SDI) approach.*

The solution to the delivery problem is not so clear-cut, because the reasons for not using NCEC products may, in some instances, have as much to do with local factors as with product delivery mechanisms. For example, there were comments from respondents that indicated budget problems (the "cost of hard copy is prohibitive") or a reluctance to use microfiche. It is possible that several of the solutions (including simplification of the EDRS order procedures, increased dissemination through professional association agencies and journals, and extension of support from USOE to local and state educational information centers for a more direct delivery system) will need to be considered.

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*Two other USOE-supported projects could provide additional valuable information in planning improved alerting procedures. Under a separate contract, SDC is carrying out research aimed at defining appropriate partitions of the ERIC file. This study involves an analysis of educator information needs and ERIC document characteristics. The Stanford University Institute for Communication Research is carrying out the second study of the problems of developing a sensing network to help maintain continuing awareness of user information needs.

Plans for evaluating these strategies should be incorporated into the overall "plan for growth" in the information analysis products program. An evaluation scheme is discussed briefly in Section C of this chapter.

2. ARE PRODUCTS MEETING NEEDS OF EDUCATORS?

REFERENCE: Chapter VII, Section C

Survey respondents were asked to express the intensity of their needs for particular documents. On a scale in which 2.00 represented "moderately great; the topic is of continuing importance to me" and 3.00 represented "very great; had an immediate need for a document on this topic," the mean responses were 2.36 for Readers and 2.49 for Specialists. While the reasons for the somewhat different responses from the two groups are not clear, it does seem that the NCEC products reviewed were meeting some of the needs, particularly the continuing information needs, of the educators who used them.

There are several ways to interpret these results with regard to Readers' intensity of need. For example, it seems possible that the more urgent needs are those associated with the most current issues and perhaps these issues were less represented among topics covered in the product sample. It is also possible that the notion of "immediate need" is not an apt one to describe an educator's typical information requirements. In either case, the results seem positive, particularly in view of the fact that information analysis products necessarily rely upon the prior establishment of a literature base or other evidence of trends in educational research and practice.

Another dimension of "need" was investigated through the questionnaire item on "uses" and "degree of usefulness" associated with NCEC products. Specialists indicate that the products would be useful for several purposes, including obtaining new knowledge. On the other hand, the data from Readers indicate that they use these products primarily to obtain overviews and to update knowl-on subjects already known to them. Obtaining new knowledge was not claimed to be a major use. The use and usefulness data from this survey should be of considerable help to NCEC in targeting documents for particular intended uses, as well as for specific audiences.

NCEC products seem to be meeting the needs of the educators who use them. This positive finding, in conjunction with the "comparative usefulness" data, indicates the value and continued importance of the information analysis program. No finding supports this conclusion more dramatically than the high (2.7 on a 3-point scale) ratings of comparative usefulness for Bibliographies.

There is no way to infer from the study data anything about needs that are not being met by products, either in terms of subject coverage or product types. Some of the comments allude to a "continuing need" for a product in a given area or to a need for products from one clearinghouse that are comparable to those from another, but rarely was the need for topics not covered by the products specifically expressed by participants. Therefore, there is no basis for recommending that topic or product-type coverage be altered in any way.

If there is one major recommendation for action that can be drawn from these findings, it is that careful study be given to each document evaluation by the appropriate NCEC originating units. There is much useful information on the documents (and the topic coverage) from the respondents, particularly concerning those products that should be updated regularly. This kind of information should be of considerable use to the NCEC units in planning the allocation of resources to areas of continuing need and for identifying the time-frame for periodic updating. If a certain fraction of the resources available to each NCEC unit were earmarked for products associated with continuing needs, the remaining resources could be devoted to enlarging this coverage and adding more current topics. The development of such a plan for "periodic coverage" may also help the announcement function, for a user who receives one issue of a series will be on the alert for forthcoming issues.

3. WHAT KINDS OF IMPACT, IF ANY, ARE THE PRODUCTS HAVING?

REFERENCE: Chapter VII, Section D

The major impact of the products is in the application of information to the users' work; they are presumably contributing to educators' professional growth and development. But, beyond this general and rather expected impact, it would appear that NCEC products are having two other kinds of impact: 1) a specific problem-solving impact and 2) an informational impact.

The survey data indicate that the NCEC products help educators in a variety of ways to solve specific problems. This variety can best be seen in the comments of Readers that are reported in detail in Volume II of this report.

There are two major evidences of the informational impact:

- In approximately half of the cases, users are major channels for further dissemination of Reviews and Practical Guidance Papers. These data reinforce the Indiana University study (cited on page VII-2) finding that a most important way in which individuals become aware of ERIC is through their colleagues.
- The NCEC products themselves are reported to be promoting further use of information and perhaps more discriminating reading patterns. Both the Reviews and Bibliographies help to move readers from the source product to other documents. In the case of Bibliographies, the survey data show that this function is being served well and that the contents of the examined documents are generally as could be expected from the contents of the bibliographic citations.

There is no clear evidence that information in products is used specifically in decision-making situations. Although percentages reported for this use were relatively low, the possible overlap of this category with other impact areas makes it difficult to draw any definite conclusions.

4. HOW WELL ARE THE PRODUCTS RECEIVED BY THEIR USERS AND INTENDED AUDIENCES?

REFERENCE: Chapter VII, Sections B, F, and I

The overall evaluations of documents, across all product types, clearly indicate that the products are favorably received and, from the comments, are appreciated by the respondent population. In general, the overall ratings for each quality-related item show that:

- For users' needs, documents cover topic(s) better than "moderately well;"
- The discussions are somewhat better than "reasonably thoughtful;"
- The organization (or classification of entries in Bibliographies) is somewhat better than "satisfactory;"
- The writing in Reviews and Practical Guidance is better than "moderately clear;"
- The formats are generally "helpful to readability (or usability) and understanding;"
- The textual materials (e.g., summaries, annotations) in Bibliographies are better than "moderately useful;"
- The length of Reviews and Practical Guidance Papers and number of references in Bibliographies are "about right;"
- The materials are generally believed to have been up-to-date (at publication).

The analyses by user group do not clearly demonstrate that any particular user groups are less satisfied than others. These data do, however, indicate some relative differences in judgments on certain quality-related areas among user groups. Although a small sample, Elementary Teachers are often on the extreme of the overall means, e.g., this group rated the clarity of writing for Reviews relatively low. On the other hand, Principals rate the clarity of writing in Reviews higher than they do that in Practical Guidance Papers. These general indicators of differences among user groups and differences recorded for specific documents (see Chapter VII, Section F) are useful in examining the targeting practices for particular products and product types.

No general patterns of deficiencies are evident in the special analyses by general subject area, but again, there are indicators of relatively lower ratings in specific subject areas for certain quality dimensions. This analysis was probably weakened by the fact that the groupings--unfortunately--had to be broadly devised to ensure a sufficient number of evaluations.

One conclusion that might be drawn from these findings is that while the overall evaluations are positive, more can still be done to improve the specific qualities of particular product types. Without detracting from the overall evaluations, we believe that there is invaluable information contained in the individual document-evaluation profiles (contained in Volume II) that can be most helpful to the NCEC units in the preparation of future documents. Some general concerns are expressed repeatedly for all of the product types. There are also user comments made on specific products that point out more specifically the high or low quality elements.

We recommend that NCEC (and the staffs of each unit) study the individual document evaluation profiles with the documents in hand (preferably an original and an EDRS hard copy)* to identify exemplary and deficient products and the factors contributing to their quality. From these assessments, it will be possible to develop a quality-control checklist for each step in the creation cycle, from conception through publication. Such quality-assurance checklists could have a major impact on ERIC products by forcing continuous attention to the functional goals of each product's format and content. Decisions to accept, reject, or revise a particular product, or to interrelate it more thoroughly with others, would be sharply illuminated by a formal means for asking and recording answers to several types of questions.

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*Several references were made by Specialists to the poor quality of reproduction. Since some of them used SDC-produced photocopies of documents, each criticism was checked and verified as stemming from a hard copy received from EDRS. It is possible that some original copies were not adequate for microfilming, which is a serious consideration in the production cycle of future products.

For example, What purpose is to be served by this product: strictly alerting, satisfying demand search, exhaustive search, critical comparative review, recent state-of-the-art informative review, applications adoption information, etc.? What should be the treatment criteria: Descriptive naming only, description without comparison, detailed evaluative comparisons, how-to-do-it materials and sources? What kind of author or authors are needed: "National perspective" individual, representatives of typical applied situations, "idea men" and generators of innovative techniques, system-analytic and cost-effectiveness thinkers, etc.? What should be the calendar and breadth-of-coverage scopes: Very narrow and very recent, broad and recent, narrow and extended, etc.? There could be legitimate exceptions in the adherence to checklists encompassing these elements, because of limitations of funds or uniqueness of the material or purpose, but the decision to ignore an item can then be made "with purpose" and this purpose can then be explained to the reader in the foreword of a product.

A major thread that runs through the comments for all product types is a diversity of expectations that cannot possibly be met by one or even several products on a given topic. Therefore, a clear statement of purpose, scope, audience, and limitations is required in the products and, perhaps, as a part of the descriptor system, so that the potential use of the product can be identified by the user and so that the product will not be as vulnerable to the multiplicity of individual expectations. Examples of the elements of choice, drawn from the variety of comments for each product type, further illustrate these points.

- For Reviews. The variety of ways in which Reviews are used and the different groups who use them, suggests the need to develop a family of Reviews for specific purposes, i.e., for overviews vs. in-depth treatments, or for updating knowledge vs. obtaining new knowledge.

Some criticisms were levelled at the analysis and interpretation sections of Reviews. Reviews involving expert analysis and critical interpretations require larger investments in authors' fees and time. Perhaps the number of reviews with critical analyses and interpretations should be limited and supplanted by well-organized and annotated bibliographies--particularly where limitations in resources permit only a "quasi-review." Some useful insights into the one or several resolutions to this problem might be found in a further study of the evaluations of the _Junior College Review Series_ and the Educational Management Clearinghouse's _Analysis and Bibliography Series_, both of which are well-represented in the product sample.

The extent to which Reviews are used by practitioners, and not solely by researchers, suggests that Reviews also need to be thought of in terms of different audiences. Different levels of treatment may be required, and the level should be explained, along with the rationale for scope and selection of material, in the foreword of each product.

- _Practical Guidance Papers_. There were enough differences in reactions to the formats of PREP reports that those which are particularly attractive to readers could be singled out and perhaps used as models for future products. Their levels of treatment on topics also suggest one possible model for practitioner-oriented products in general.

  Some of the Practical Guidance Papers, e.g., those from the Counseling and Personnel Services Clearinghouse, are formatted in an unusual style, which on appearance seems useful for quick and easy reading. These formats received mixed reviews, and it would be interesting to compare comments with the products, and build upon what appears to be a unique approach. Some exemplary products should be looked at, particularly those about which the Specialists were unanimous in their comments. Two products of this kind are the already mentioned Handbook for Teachers of English to Non-English Speaking Adults (Document 14) and Preparing to Teach Economics: Sources and Approaches (Document 112).

- For Bibliographies. Bibliographies are particularly vulnerable to differences in expectations of readers. Criticism was made of omissions, incompleteness, and the inclusion (or exclusion) of classic entries. A clear statement of intended coverage is needed, along with the criteria for selection, the time-period covered, and the intended function (i.e., current awareness vs. a comprehensive search). Particular mention was made of the usefulness of annotations. The intermediate function that the annotated bibliography can serve, as opposed to an uncritical brief review, makes it a fairly attractive product-type. It can be done by a professional bibliographer, and claims need not be made for intensive analysis and interpretation, an element requiring the involvement of subject specialists.

  Several kinds of comments were directed toward the organization of bibliographies. Not all classification schemes or organizations of entries can be accommodated, and some further study of those products in which differences were expressed should be examined more closely to see if there are any patterns of preferences. Although special-request bibliographies are usually scanned by the user to locate strongly desired specific types of items, the standard periodic type of bibliography is perhaps more usually scanned by the user for items of more casual "maintenance" interest to him. With such motivation, and with many other pressing demands on his time, a user's tolerance for scanning many items to find the few of direct interest to him may not be very high. Therefore, careful sorting and formatting of periodic bibliographies by detailed topical breakdown can do much to improve the alerting impact of periodic bibliographies.

B. ANALYSES BY LEVELS OF EFFORT AND VISIBILITY

Two special analyses were concerned with measurements of cost (level of effort) and distribution (level of visibility). One major conclusion can be drawn from these analyses: that there is no conclusive evidence, using this study's measurements of effort and visibility, that either element is strongly correlated with the quality, utility, or impact of products.

There is, however, much in the findings of this study to suggest that the quality and utility of NCEC products result from factors other than those considered in these two indexes. Some of these factors are perhaps more closely related to the products' conception and the care taken in the early (and last) stages of their development. Study of the "product development environment" was outside the scope of this project, but this study's findings and recommendations strongly support the necessity for pursuing questions of cost-effectiveness.

Level of Effort. We recommend that NCEC and its various product-originating units work together with the individual document evaluation profiles to begin the process of identifying key elements in the entire production cycle that contribute to the creation of exemplary products. (This exercise is an extension of the one recommended in the preceding section.) By tracing through the development of several major products in this study (and perhaps some later ones that are known to have been well-received more recently), the basis for developing a refined cost-related index can be established. The results of these efforts should help to establish the framework for asking for each product: How many of the methods, arrangements, and decisions associated with exemplary products are relevant to improving its cost-effectiveness.

Level of Visiblity. The concept of visibility should be considered further from two different perspectives. First, there is some indication (see Section H of VII) that visibility may be related to quality. If we assume that it is planned visibility (or exposure) that affects quality (i.e., knowledge that a product will have high visibility may place pressures for excellence on the entire production effort), then a plan for increasing the use of products may, in itself, contribute an added psychological investment to the level of effort.

Second, for the development of an improved announcement and delivery system, the question still remains as to which of the current announcement and distribution methods, individually or in combination, are effective in reaching intended users. This question was directly addressed in the Indiana University study. Those findings can be supplemented, again, by an individual document review of Volume II and matching announcement/distribution procedures with recognition data. For example, bibliographies from one clearinghouse were not known by this study's respondent populations although they appeared in ERIC columns of professional journals and had the highest visibility index for this study. On the other hand, an annually compiled bibliography that appears in one user group's major professional periodical was well-known. As indicated earlier, we do not believe that the delivery system problem is easily solved, for any solution must accommodate apparent differences among user groups in professional traditions, information user patterns, and involvements with professional associations.

C. RECOMMENDATIONS FOR A CONTINUING METHODOLOGY FOR EVALUATING NCEC INFORMATION ANALYSIS PRODUCTS

This study was actually a composite of several substudies. The two major objectives were: 1) to assess the outreach of products and 2) to evaluate their quality and utility. In the future, we recommend that the two evaluations be conducted separately so that the design study for one does not limit nor unnecessarily expand on the design of the other.

The following discussion of design considerations assumes the best of all possible worlds; i.e., that the quality and usefulness of the NCEC information analysis products are recognized, that the program's continued existence is ensured, and that increases in NCEC product utilization is planned, adequately funded, and implemented.

1. ASSESSMENT OF THE OUTREACH OF PRODUCTS

A periodic assessment, similar to the one in this study, should be made of the outreach of products, particularly within a year or so of the implementation of an announcement system or of modifications to the delivery system. The plan for the design of such an assessment should be incorporated into the overall plan for growth and for continuing to understand the users and potential user community. Several design components, drawn largely from the survey methodology described in Chapter III, are suggested for consideration in the following discussion.

Survey Participants. Although there was evidence that either a random or non-random sample could provide a broad cross-section of educators, we believe that there is merit in continuing the dual sampling approach. It might be useful, for example, to select as primary sampling units states that are not served by local or state educational information centers and to retain distinctions among all sampling units (e.g., state educational information centers, state agencies, and school districts). Any significant differences in awareness or use could then be detected, and resources could be allocated to remedy the problem.

The random and non-random samples also provide a framework for futher study of educators as information users. Although we were able to combine these two groups for purposes of analyzing their evaluation data, the earlier (Q1) analyses that were conducted separately on their interests and familiarity with NCEC units (see Chapters IV and V) raise some questions of interest, particularly in regard to dissemination strategies. For example, the non-random sample (drawn from mailing and user lists of agencies in the "NCEC family") shows greater breadth of interest than the random sample. The reasons for this difference merit further exploration:

- Is greater contact with information in itself a "need creating" force that leads users to peripheral or related interest areas?
- Do more frequent users of information simply learn to state their needs more broadly (not just in terms of their role/function or setting) in order to identify required information?

Insufficient background information was obtained from participants in this study to pursue these questions. However, additional items could be added to the Screening Questionnaire that would provide for their further consideration.

Survey Instrument. Some changes are recommended for the present Screening Questionnaire; such changes might include the following:

- Background variables. There will continue to be a problem in accommodating different terminologies in job positions, role perceptions, and dual roles and functions among educators. However, it would be useful for product developers (e.g., the clearinghouse staffs) to develop a typology to be used in a questionnaire that would adequately reflect their needs in thinking about intended audiences. For example, a more direct match of roles with subject area interests may be required for the content-area clearinghouses, so that they can distinguish between program specialists in the science area and secondary teachers in the social studies area.

Other items might be added to the questionnaire, such as frequency of use and typical information sources used.

- The Screening Question. Additional stimuli should be added to the present item 4, in Q1, that reflect any changes in announcement procedures (e.g., flyers or brochures), and that thoroughly cover the channels through which respondents might have obtained copies of the products. (There was some evidence that respondents did not have a clear picture of the ERIC system, for at the bottom of the list of clearinghouses, they would add: "What about (RISE), (BAIC), (Florida ERIC), (Boulder Center)?" These are, of course, either state or local educational information centers that are disseminators, rather than originators, of ERIC materials.

  We strongly encourage the continued use of color reproductions of sample products as a method of prompting accurate recall.

The questionnaire should be brief, for we believe that this characteristic was a major factor in the satisfactory return rate.

2. CONTINUING EVALUATION OF PRODUCTS

On the basis of what we consider to have been two successful survey approaches, we recommend a two-fold approach to the continuing evaluation of products: 1) a post-publication review system and 2) a periodic evaluation survey.

Post-publication Review System. The willingness of Specialists to contribute to this study and the thought and care taken by most of them in responding to the questionnaire suggest that this resource in the educational community should be tapped further. One way in which they might be used is in a post-publication review of selected products. As pointed out in Chapter V, the number of products that had been reviewed in the professional literature was small. Thus, the post-publication review would not only serve to continue the in-depth evaluations of the products' quality, but it would extend the announcement service of the publications through the professional journals and, presumably, enhance the follow-up dissemination.

Specialists in this study were selected from individuals recommended by the ERIC clearinghouse advisory boards. These advisors and appropriate professional associations should be a continuing source for recommendations of individuals who are representative of the targeted audiences of products. It might also be useful with certain products to have several reviews from specialists representing different groups (e.g., researchers and practitioners).

Evaluation Survey. We believe that this study's Evaluation Questionnaire Survey serves as a sound guide for developing a continuing methodology for an NCEC-wide evaluation of products by general users. However, a few changes are recommended:

- The evaluation should be tied directly to known product users, identified through State and local educational information centers, clearinghouse lists, and EDRS. (Through an appropriate coding system, each unit could note product users throughout the year and, thereby, facilitate the entire identification process. For example, EDRS might use a special code for individual purchasers.) The diversity that we found in the ERIC clearinghouse mailing lists suggests that their usefulness for purpose of identifying product users must be qualified on an individual-clearinghouse basis. For example, some lists that we used are professional membership or special subscription lists that clearly identify individuals who are regular recipients of certain products. In other cases, mailing lists are used basically for announcement purposes (e.g., for newsletter distribution) and do not necessarily represent product users; in these cases, users must be drawn from request files, rather than from mailing lists.

- The survey instrument should be refined, as necessary, to include the most important elements of quality and utility, as identified through the document-by-document studies recommended earlier. It would also be useful to study further the relation between quality and utility, for as indicated in Chapter VII, there is some evidence that use may be a fairly independent variable and that the need for a document on a particular topic may supersede the need for a quality document.
- A second survey instrument should be developed for the information intermediaries, so that they not only evaluate documents relevant to their own professional interests, but that they are also provided with more meaningful items that explore the utility of products for their particular service role.

Together, these studies should help to ensure that the products remain sensitive to the present needs of users and that the shifts in needs and expectations are detected.

APPENDICES

A

APPENDIX A

LISTING OF DOCUMENTS IN PRODUCT SAMPLE

Bibliographic citations for each product in the sample include the following information:

- Type. Product Types: R = Review
  P = Practical Guidance Paper
  B = Bibliography
- Effort. Level-of-Effort Index: H = High
  M = Medium
  L = Low
- Visibility. Level-of-Visibility Index: H = High
  M = Medium
  L = Low
- Subject. General Subject Area:
  - Instructional Content
  - Educational Administration and Services
  - Special and Other Educational Groups
  - Higher Education

Asterisks after effort or visibility information indicate that no data, or only partial data were available; mean hours or copies for that product type were assigned.

1. PREP REPORTS

1. Treating Reading Difficulties: The Role of the Principal, Teacher, Specialist, Administrator Preps 2, 3, 4, 5, Carl B. Smith, et al., 1970. (single edition from GPO: OE-30026; separate monographs; ED034 078, ED034 079, ED034 080, ED034 081)

   Type = P   Effort = H   Visibility = H   Subject = Instr. Content

   1A. Treating Reading Difficulties: Reading and the Home Environment. The Principal's Responsibility.

   1B. Treating Reading Difficulties: Establishing Central Reading Clinics. The Administrator's Role.

   1C. Treating Reading Difficulties: Correcting Reading Problems in the Classroom.

   1D. Treating Reading Difficulties: Treating Reading Disabilities. The Specialist's Role.

2. Bilingual Education, Prep 6, Horacio Ulibarri, et al., 1969. (ED 034 082)

   Type = P   Effort = H   Visibility = H   Subject = Spec./Other Groups

3. Job-Oriented Education Programs for the Disadvantaged. Schools and Industry Cooperate. Prep 9, Trudy W. Banta, et al., 1969. (ED 034 085)

   Type = P   Effort = H   Visibility = H   Subject = Spec./Other Groups

4. Paraprofessional Aides in Education. Prep 12, Carl H. Rittenhouse, 1969. (ED 034 906)

   Type = P   Effort = H   Visibility = H   Subject = Ed. Adm./Services

5. Sharing Educational Services. Prep 13, Ray Jongeward and Fran Heesacker, 1969. (ED 036 666)

   Type = P   Effort = H   Visibility = H   Subject = Spec./Other Groups

6. Social Studies and the Disadvantaged. Prep 14. Jonathon C. McLendon, et al., 1970. (ED 037 588)

   Type = P   Effort = H   Visibility = H   Subject = Instr. Content

7. Individualized Instruction. Prep.16 Jack V. Edling, 1970. (ED 041 185)

Type = P Effort = H Visibility = H Subject = Ed. Adm./Services

2. EMC BIBLIOGRAPHIES

8. Books Related to English Language and Literature in Elementary and Secondary Schools, Lois B. Watt, Delia Goetz, and Caroline Stanley (Comp.), October 1969. (GPO: OE-30024; ED 039 236)

Type = B Effort = H Visibility = M Subject = Instr. Content

9. Science and Mathematics Books for Elementary and Secondary Schools, Lois B. Watt, Delia Goetz, and Eunice von Ende (Comp.), February 1970. (GPO: OE-29071-ED 041 760)

Type = B Effort = H Visibility = M Subject = Instr. Content

10. Books Related to Adult Basic Education and Teaching English to Speakers of Other Languages, Myra H. Thomas, Thelma M. Knuths, Sidney E. Murphy (Comp.), May 1970. (GPO: OE 13039; ED 043 850)

Type = B Effort = M Visibility = M Subject = Spec./Other Groups

11. Education Literature of the Profession, Eunice von Ende (Comp.), July 1970. (GPO: OE-10060-A; ED 046 890)

Type = B Effort = H Visibility = M Subject = Ed. Adm./Services

3. ERIC CLEARINGHOUSES ON ...

ADULT EDUCATION

12. Residential Adult Education: Current Information Sources, No. 25, October 1969, (ED 032 449)

Type = B Effort = L Visibility = L Subject = Spec./Other Groups

13. Physical Facilities in the Education and Training of Adults, Roger DeCrow, March 1970. (ED 036 677)

Type = R Effort = L Visibility = L Subject = Spec./Other Groups

14. A Handbook for Teachers of English to Non-English Speaking Adults, Patricia Hefferman-Cabrera, October 1969. (ED 033 335)

Type = P Effort = M Visibility = M Subject = Spec./Other Groups

15. Community Service and Continuing Education: A Literature Review James B. Whipple, July 1970. (ED 038 550)

Type = R Effort = H Visibility = M Subject = Higher Ed.

16. Education for Aging: A Review of Recent Literature, H. Lee Jacobs et al., July 1970. (ED 038 552)

Type = R Effort = H Visibility = L Subject = Spec./Other Groups

17. Needs--Of People and Their Communities--And the Adult Educator, Ernest E. McMahon, July 1970. (ED 038 551)

Type = R Effort = M Visibility = L Subject = Spec./Other Groups

18. Parent, Home and Family Life Education: Current Information Sources No. 30, July 1970. (ED 039 376)

Type = B Effort = L Visibility = L Subject = Instr. Content

19. The Preparation of Adult Educators: A Selected Review of the Literature in North America, Coolie Verner, et al., September 1970. (ED 041 180)

Type = R Effort = L Visibility = L Subject = Higher Ed.

20. Mass Media in Public Affairs Adult Education: A Review of the Literature, Hilton M. Power, November 1970. (ED 042 075)

Type = R Effort = L Visibility = L Subject = Spec./Other Groups

COUNSELING AND PERSONNEL SERVICES

21. Orientation Approaches to Increase Student Awareness of Occupational Options, Nancy Sloan, November 1969. (ED 033 255)

Type = B Effort = L Visibility = L Subject = Instr. Content

22. A Set of Generalizations and Implications. . .: Guidance and Student Services for the Culturally Different, G. R. Walz, D. K. Harrison, March 1970. (ED 037 596)

Type = P Effort = L Visibility = M Subject = Spec./Other Groups

23. Career Guidance Practices in School and Community, Lorraine S. Hansen, et al., 1970. (ED 037 595)

Type = R Effort = M* Visibility = M Subject = Ed. Adm./Services

24. Recruiting the Hard-To-Employ, Personnel Services Review, Series 2, Perspectives on Training the Disadvantaged: The Hard-To-Employ, Don K. Harrison, May 1970. (ED 038 560)

Type = P Effort = M Visibility = L Subject = Spec./Other Groups

25. The Hard-To-Employ--Who are they? Personnel Services Review, Series 2, Perspectives on Training the Disadvantaged: The Hard-To-Employ, D. K. Harrison & D. R. Brown, May 1970. (ED 038 559)

Type = P Effort = L Visibility = L Subject = Spec./Other Groups

26 Innovations in the Training and Supervision of Counselors: Simulation Gaming, Personnel Services Review, Series 1, Susan F. Kersh, March 1970. (ED 036 671)

Type = P Effort = M Visibility = L Subject = Higher Ed.

27. Innovations in the Training and Supervision of Counselors: Micro-Counseling, Personnel Services Review, Series 1, Juliet V. Miller, March 1970. (ED 036 672)

Type = P Effort = M Visibility = L Subject = Higher Ed.

DISADVANTAGED

28. ERIC-IRCD Resources on the School Dropout, ERIC-IRCD Urban Disadvantaged Series, #14, Adelaide Jablonsky, April 1970. (ED 037 589)

Type = B Effort = M Visibility = L Subject = Spec./Other Groups

29. The Job Corps: A Review of the ERIC Literature, ERIC-IRCD Urban Disadvantaged Series, Number 13, Adelaide Jablonsky, March 1970. (ED 036 662)

Type = B Effort = M Visibility = L Subject = Spec./Other Groups

30. The Neighborhood Youth Corps: A Review of the ERIC Literature, ERIC-IRCD Urban Disadvantaged Series, Number 12, Adelaide Jablonsky, March 1970. (ED 036 661)

Type = B Effort = M Visibility = L Subject = Spec./Other Groups

31. School Dropout Programs: A Review of the ERIC Literature, ERIC-IRCD Urban Disadvantaged Series, Number 10, Adelaide Jablonsky. (ED 035 779)

Type = B   Effort = M   Visibility = L   Subject = Spec./Other Groups

32. The School Drop-out: A Review of ERIC Literature, ERIC-IRCD Urban Disadvantaged Series, Number 9, Adelaide Jablonsky, March 1970. (ED 035 778)

Type = B   Effort = M   Visibility = L   Subject = Spec./Other Groups

33. The School Dropout and the World of Work: A Review of the ERIC Literature, ERIC-IRCD Urban Disadvantaged Series, Number 11, Adelaide Jablonsky. (ED 035 780)

Type = B   Effort = M   Visibility = L   Subject = Spec./Other Groups

34. Immigrants and the Schools: A Review of Research, ERIC-IRCD Urban Disadvantaged Series, Number 8, David K. Cohen, December 1969. (ED 033 263)

Type = R   Effort = L   Visibility = H   Subject = Spec./Other Groups

35. Education, Ethnicity, Genetics, and Intelligence, IRCD Number 4, Edmund W. Gordon (Ed.), Fall 1969. (ED 037 519)

Type = R   Effort = L   Visibility = H   Subject = Spec./Other Groups

36. Media for Teaching Afro-American Studies, IRCD Bulletin, Vol. 6, Nos. 1 and 2, Adelaide Jablonsky, Spring/Summer 1970.

Type = R   Effort = H   Visibility = H   Subject = Instr. Content

37. Significant Trends in Education of the Disadvantaged, ERIC-IRCD Urban Disadvantaged Series, Number 17, Edmund W. Gordon, August 1970. (ED 040 305)

Type = R   Effort = L   Visibility = H   Subject = Spec./Other Groups

38. Mutability of Intelligence and Epidemiology of Mild Mental Retardation, ERIC-IRCD Urban Disadvantaged Series, Number 18, Zena Stein and Mervyn Susser, September 1970. (Reprint)

Type = R   Effort = L   Visibility = H   Subject = Spec./Other Groups

EARLY CHILDHOOD EDUCATION

39. Multi-Ethnic Books for Head Start Children: Black & Integrated Literature, Doris White, July 1969. (ED 031 312)

    Type = B Effort = M* Visibility = M Subject = Spec./Other Groups

40. Books in Preschool: A Guide to Selecting, Purchasing, and Using Children's Books, Louise Griffin, 1970. (ED 038 178)

    Type = P Effort = M* Visibility = H Subject = Spec./Other Groups

41. Sentimentality in Preschool Teachers: Some Possible Interpretations, Lilian G. Katz, March 1970. (ED 035 792)

    Type = R Effort = L Visibility = M Subject = Spec./Other Groups

EDUCATIONAL MANAGEMENT

42. ERIC Abstracts Series Number One: Collective Negotiations in Education, August 1969. (ED 035 978)

    Type = B Effort = L Visibility = M Subject = Ed. Adm./Services

43. Annotated Bibliography on School-Community Relations, Kathleen O. Jackson, July 1969. (ED 030 220)

    Type = B Effort = H Visibility = L Subject = Ed. Adm./Services

44. ERIC Abstracts No. 9: Educational Assessment, September 1970. (ED 044 770)

    Type = B Effort = L Visibility = M Subject = Ed. Adm./Services

45. Directory of Organizations and Personnel in Educational Administration, 2nd Edition, Stuart C. Smith (Comp.), Sept. 1969. (ED 033 467)

    Type = P Effort = M Visibility = M Subject = Ed. Adm./Services

46. Optimum School District Size, Research Analysis Series, #1, Michael E. Hickey, December 1969. (ED 035 108)

    Type = R Effort = H Visibility = L Subject = Ed. Adm./Services

47. Program Budgeting and the School Administrator: A Review of Dissertations and Annotated Bibliography, Philip K. Piele and David G. Bunting, Sept. 1969. (ED 035 065)

    Type = R Effort = H Visibility = L Subject = Ed. Adm./Services

48. Status and Scope of Collective Bargaining in Public Education, M. Chester Nolte, Sept. 1970. (ED 043 100)

Type = R Effort = H Visibility = L Subject = Ed. Adm./Services

49. Educational and Social Demands on the Schools, Analysis and Bibliography Series #1, September 1970. (ED 043 110)

Type = R Effort = L Visibility = L Subject = Ed. Adm./Services

50. Alternative Organizational Forms, Analysis and Bibliography Series #2, September 1970. (ED 143 111)

Type = R Effort = L Visibility = L Subject = Ed. Adm./Services

51. Models for Rational Decision Making, Analysis and Bibiiography Series #6, John S. Hall, September 1970. (ED 043 115)

Type = R Effort = L Visibility = L Subject = Ed. Adm./Services

52. Linking Schools and State Education Departments to Research and Development Agencies, Analysis and Bibliography Series #9, September, 1970. (ED 043 118)

Type = R Effort = L Visibility = L Subject = Ed. Adm./Services

53. The Humanities in Preparing Educational Administrators, Robin H. Farquhar, December 1970. (ED 044 765)

Type = R Effort = H Visibility = L Subject = Higher Ed.

54. Legal Aspects of Control of Student Activities by Public School Authorities (Officials), #1 in the NOLPE Monograph Series, E. Edmund Reutter, Jr., December 1970. (ED 044 829)

Type = R Effort = H Visibility = M Subject = Ed. Adm./Services

55. Social and Technological Change: Implications for Education, Philip K. Piele (Ed.) et al., December 1970. (ED 044 833)

Type = R Effort = H Visibility = M Subject = Ed. Adm./Services

55A. Nature of Our Changing Society: Implications for Schools.

55B. Teacher Militancy: Implications for the Schools.

55C. System Approaches to Education: Discussion and Attempted Integration.

55D. System Approaches to Educational Planning.

55E. Educational Management Information Systems: Progress and Prospectives.

EDUCATIONAL MEDIA AND TECHNOLOGY

56. Instructional Materials Center, Don H. Coombs, et al., Dec. 1969. (ED 034 438)

Type = B Effort = L Visibility = L Subject = Ed. Adm./Services

57. Museums and Media: A Basic Reference Shelf, & Museums and Media: A Status Report, Philip C. Ritterbush & Richard Grove, Dec. 1970. (ED 044 935)

Type = B Effort = H Visibility = L Subject = Ed. Adm./Services

58. The Interview: An Educational Research Tool, Andrew Collins, December 1970. (ED 044 931)

Type = P Effort = L Visibility = L Subject = Ed. Adm./Services

59. A Position Paper on CAI Research and Development, John H. Feldhusen & Paul Lorton, Jr., February 1970. (ED 036 204)

Type = R Effort = L Visibility = L Subject = Instr. Content

60. A Guide to the Literature on Interactive Use Of Computers for Instruction, Karl L. Zinn & Susan McClintock, January 1970. (ED 036 202)

Type = R Effort = M Visibility = M Subject = Instr. Content

EXCEPTIONAL CHILDREN

61. Grouping for Instruction, Exceptional Children Bibliography Series, November 1969. (ED 036 034)

Type = B Effort = L Visibility = L Subject = Spec./Other Groups

62. Programs for the Mentally Retarded, Exceptional Children Bibliography Series, September 1969. (ED 036 029)

Type = B Effort = L Visibility = L Subject = Spec./Other Groups

63. Teaching Exceptional Children, Vol. 2, No. 3, Spring 1970.

Type = P Effort = M* Visibility = M* Subject = Spec./Other Groups

HIGHER EDUCATION

64. Urban Universities and the City, Review 2, David E. Sumner, April 1970. (ED 038 556)

Type = R Effort = H Visibility = L Subject = Higher Ed.

65. Compendium Series of Current Research, Programs, and Proposals, Number 2: Preparing College Teachers, Carol Shulman, August 1970. (ED 041 179)

Type = R Effort = H Visibility L Subject = Higher Ed.

66. The Crisis of Purpose: Definition and Uses of Institutional Goals, Richard E. Peterson, October 1970. (ED 042 934)

Type = R Effort = M* Visibility = M Subject = Higher Ed.

67. Preventing College Dropouts: A Review, James Harvey, November 1970. (ED 043 799)

Type = R Effort = M Visibility = M Subject = Higher Ed.

68. Consortia in American Higher Education, Report 7, Lewis D. Patterson, November 1970. (ED 043 800)

Type = R Effort = M* Visibility = M Subject = Higher Ed.

69. Due Process in the Student-Institutional Relationship, Thomas C. Fischer, July 1970. (ED 041 189)

Type = P Effort = M* Visibility = H Subject = Higher Ed.

70. College Compensatory Programs for Disadvantaged Students, Report 3, William T. Trent, September 1970. (ED 042 932)

Type = P Effort = M Visibility = M Subject = Higher Ed.

JUNIOR COLLEGES

71. A Developmental Research Plan for Junior College Remedial Education; Number 3: Concept Formation, John R. Boggs, August 1969. (ED 032 072)

Type = P Effort = M Visibility = M Subject = Higher Ed.

72. Identifying the Effective Instructor, Edward F. O'Connor, Jr. and Thomas Justiz, January 1970. (ED 035 416)

Type = P Effort = M Visibility = L Subject = Higher Ed.

73. Junior College Research Review: Faculty Recruitment, Vol. 4, No. 1 Dale Gaddy, September 1969. (ED 032 864)

Type = R Effort = L Visibility = H Subject = Higher Ed.

74. Junior College Research Review: College-Community Relations, Vol. 4, No. 3, Barton R. Herrscher and Thomas M. Hatfield, Nov. 1969. (ED 032 888)

Type = R Effort = M Visibility = H Subject = Higher Ed.

75. Junior College Research Review: Paying for Junior Colleges, Vol. 4, No. 8, Erick L. Lindman, April 1970. (ED 038 124)

Type = R Effort = L Visibility = H Subject = Higher Ed.

76. Junior College Research Review: Curriculum, Vol. 4, No. 6, February 1970.

Type = R Effort = H Visibility = H Subject = Higher Ed.

77. Junior College Research Review: Co-operative Work-Experience Education Programs in Junior Colleges, Vol. 5, No. 2, Marcia A. Boyer, October 1970. (ED 042 455)

Type = R Effort = L Visibility = H Subject = Higher Ed.

78. The Junior College Research Review: Occupationally Oriented Students, Vol. 5, No. 3, K. Patricia Cross, Nov. 1970. (ED 043 328)

Type = R Effort = M Visibility = H Subject = Higher Ed.

LANGUAGES AND LINGUISTICS

79. ACTFL: Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages, Dale L. Lange, May 1970. (ED 040 625)

Type = B   Effort = H   Visibility = M   Subject = Instr. Content

80. Songs in the Foreign Language Classroom, Focus Reports on the Teaching of Foreign Languages, #12, Olivia Munoz, September 1969. (ED 034 450)

Type = P   Effort = L   Visibility = M   Subject = Instr. Content

81. The Mechanical Potential of the Language Laboratory, Focus Reports on the Teaching of Foreign Languages, #14, Edward M. Stack, May 1970. (ED 038 072)

Type = P   Effort = L   Visibility = M   Subject = Instr. Content

82. Linguistics and Foreign Language Teaching, ERIC Focus Report on the Teaching of Foreign Languages, #21, Freeman Twaddle, December 1970. (ED 044 381)

Type = P   Effort = L   Visibility = H   Subject = Instr. Content

83. Directions in Foreign Language Testing, Rebecca M. Valette, 1969. (ED 034 460)

Type = R   Effort = M   Visibility = L   Subject = Instr. Content

84. FLES: Types of Programs, ERIC Focus Report on the Teaching of Foreign Languages, #16, Lester W. McKim, October 1970. (ED 043 268)

Type = R   Effort = L   Visibility = M   Subject = Instr. Content

85. New Scheduling Patterns and the Foreign Language Teacher, ERIC Focus Report on the Teaching of Foreign Languages, #18, Jermaine D. Arendt, November 1970. (ED 043 269)

Type = R   Effort = L   Visibility = M   Subject = Instr. Content

LIBRARY AND INFORMATION SCIENCES

86. ERIC Products 1969-1970, 1970. (ED 041 598)

Type = B   Effort = H   Visibility = M   Subject = Ed. Adm./Services

87. The Economics of Information: Bibliography and Commentary on the Literature, H.A. Olsen, January 1971. (ED 044 545)

Type = R Effort = H Visibility = L Subject = Ed. Adm./Services

88. Library Serials Control Systems: A Literature Review and Bibliography, Elizabeth Pan, December 1970. (ED 044 538)

Type = R Effort = M Visibility = L Subject = Ed. Adm./Services

READING

89. Research on Reading: Word Lists, ERIC/CRIER Reading Review Series, Bibliography 18, Mary K. Dunn & James L. Laffey, Sept, 1969. (ED 030 778)

Type = B Effort = L Visibility = L Subject = Instr. Content

90. Research on Elementary Reading: Interest and Tastes, ERIC/CRIER Reading Series, Bibliography 29, Chloe Anne Miller (Comp.), August 1970. (ED 042 593)

Type = B Effort = H Visibility = L Subject = Instr. Content

91. Accountability and Performance Contracting, William E. Blanton, November 1970.

Type = B Effort = L Visibility = L Subject = Ed. Adm./Services

92. Guide to Materials for Reading Instruction, Supplement 1, Wayne E. Berridge and Larry Harris, Sept. 1969. (ED 032 452)

Type = P Effort = M Visibility = L Subject = Instr. Content

93. Reading: What Can Be Measured? Roger Farr, 1969. (ED 033 258)

Type = R Effort = H Visibility = H Subject = Instr. Content

RURAL EDUCATION AND SMALL SCHOOLS

94. Annotated Bibliography and Descriptive Summary of Dissertations and Theses on Rurality and Small Schools, David R. & Tanya S. Kniefel, May 1970. (ED 039 962)

Type = B Effort = M Visibility = L Subject = Spec./Other Groups

95. American Indian Education: A Selected Bibliography, Cecilia J. Martinez & James E. Heathman, 1969. (ED 030 780)

Type = B Effort = M Visibility = L Subject = Spec./Other Groups

96. School Gardens & Farms--Aspects of Outdoor Education, Peggy Miller, December 1970. (ED 045 249)

Type = P Effort = M* Visibility = M Subject = Instr. Content

97. Student Activism-An Overview, James E. Heathman, Dec. 1970. (ED 045 250)

Type = P Effort = L Visibility = L Subject = Ed. Adm./Services

98. A Synthesis of Current Research in Migrant Education, James O. Schnur, May 1970. (ED 039 049)

Type = R Effort = M* Visibility = M Subject = Spec./Other Groups

99. Education Innovations in Rural America, Alfred P. Wilson, December 1970. (ED 045 241)

Type = R Effort = M* Visibility = M Subject = Spec./Other Groups

100. The Educational Disadvantage of the Indian American Student, L. Madison Coombs, July 1970. (ED 040 815)

Type = R Effort = M* Visibility = L Subject = Spec./Other Groups

SCIENCE AND MATHEMATICS EDUCATION

101. Teacher Education, Science Education Information Report, General Bibliography Series 22, July 1969. (ED 032 441)

Type = B Effort = L Visibility = M Subject = Instr. Content

102. Science and Mathematics for Young Children: An Annotated Bibliography, Science Education Information Reports, Bibliography 1, Francis Theiss, Sept. 1969. (ED 033 259)

Type = B Effort = H Visibility = M Subject = Instr. Content

103. Documents on Science and Mathematics Education in RIE, Science and Math Education Information Report, Special Bibliography Series 2, Cassandra Balthaser (ed.), August 1970. (ED 045 389)

Type = B Effort = L Visibility = M Subject = Instr. Content

104. Inservice Education for Teachers of Secondary School Science, Science Education Information Reports, Science Paper 1, Patricia Blosser, September 1969. (ED 034 912)

Type = R Effort = M Visibility = M Subject = Ed. Adm./Serv.

105. Inservice Education for Teachers of Elementary School Science, Science Education Information Reports, Patricia Blosser, December, 1969. (ED 036 680)

Type = R Effort = M Visibility = M Subject = Ed. Adm./Serv.

106. A Summary of Research in Science Education for the Years 1963-64, Elementary School Level, Science Education Information Reports, John D. Cunningham and David P. Butts, January 1970. (ED 040 304)

Type = R Effort = M Visibility = M Subject = Instr. Content

107. A Summary of Research in Science Education for the Years 1965-67 Elementary School Level, Research Review Series, Richard Haney, et al., December 1969, (ED 038 554)

Type = R Effort = M Visibility = M Subject = Instr. Content

108. Programs for Improving Science Instruction in the Elementary School-Part I, ESS, Robert Rogers & Alan Voelker, January 1970. (ED 039 128)

Type = R Effort = M Visibility = H Subject = Instr. Content

109. Programs for Improving Science Instruction in the Elementary School, Part II, SCIS, Barbara S. Thomson and Alan M. Voelker. (Reprint, May 1970)

Type = R Effort = M Visibility = H Subject = Instr. Content

110. A Summary of Research in Science Education for the Years 1965-67, Secondary School Level, Science Education Information Reports, Paul Westmeyer, et al., September 1969.

Type = R Effort = M* Visibility = M* Subject = Instr. Content

SOCIAL SCIENCE EDUCATION

111. Off the African Shelf: An Annotated Bibliography on Society and Education, Joanne Binkley, December 1970. (ED 044 349)

Type = B   Effort = M   Visibility = L   Subject = Instr. Content

112. Preparing to Teach Economics: Sources and Approaches, Interpretive Series #2, Suzanne Wiggins Helburn, April 1971. (ED 049 997)

Type = P   Effort = M   Visibility = L   Subject = Instr. Content

TEACHER EDUCATION

113. A Selected Annotated Bibliography on Differentiated Staffing, Bernard McKenna, October 1969. (ED 033 898)

Type = B   Effort = M   Visibility = M   Subject = Ed. Adm./Services

114. Multicultural Education: A Selected Annotated Bibliography, Moira B. Mathieson & Rita M. Tatis, September 1970. (ED 043 572)

Type = B   Effort = M   Visibility = L   Subject = Spec./Other Groups

115. Individual Instruction: Part I of a Bibliographic Series on Meeting Special Educational Needs, Lorraine Poliakoff, October 1970. (ED 044 381)

Type = B   Effort = L   Visibility = L   Subject = Higher Ed.

116. Ethnic Groups: Negroes, Spanish Speaking, American Indians, and Eskimos: Part 4 of a Bibliographic Series on Meeting Special Educational Needs, Lorraine Poliakoff, October 1970. (ED 044 384)

Type = B   Effort = L   Visibility = L   Subject = Spec./Other Groups

117. Microteaching: History and Present Status, Dwight Allen & James Cooper, February,1970. (ED 036 471)

Type = R   Effort = L   Visibility = L   Subject = Higher Ed.

118. A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers, Kaliopee Lanzillotti & Joel L. Burdin (Eds.), December 1969. (ED 034 076)

Type = R   Effort = M   Visibility = M*   Subject = Higher Ed.

119. Simulation in Preparing School Personnel, Donald Cruickshank & Frank Broadbent, February 1970. (ED 036 470)

Type = R   Effort = L   Visibility = L   Subject = Higher Ed.

120. Preparing School Personnel for Differentiated Staffing Patterns: A Guide to Selected Documents in the ERIC Collection, 1966-1968, Marlene Ross, May 1969. (ED 028 155)

Type = R Effort = L Visibility = L Subject = Ed. Adm./Services

121. Classroom Observation Systems in Preparing School Personnel, J. T. Sandefur And A. A. Bressler, March 1970. (ED 037 377)

Type = R Effort = L Visibility = L Subject = Higher Ed.

TEACHING OF ENGLISH

122. Basic Annotated Bibliography on Censorship, Lee A. Burress, Jr., January 1970.

Type = B Effort = M* Visibility = M Subject = Instr. Content

123. A Guide to Available Project English Materials (Revised Edition) Donna Butler and Bernard O'Donnell, September 1969. (ED 034 775)

Type = B Effort = L Visibility = L Subject = Instr. Content

124. An NCTE/ERIC Report on the Evaluation of Head Start Programs, Robert V. Denby, December 1969. (Reprint)

Type = B Effort = L Visibility = H Subject = Spec./Other Groups

125. A Reference Shelf on Curriculum Planning for the Language Arts K-8, NCTE/ERIC Report, Robert V. Denby, March 1970. (Reprint)

Type = B Effort = L Visibility = H Subject = Instr. Content

126. NCTE/ERIC Summaries & Sources: Film Study at the Secondary Level, Robert V. Denby, November 1969. (Reprint)

Type = B Effort = L Visibility = H Subject = Instr. Content

127. NCTE/ERIC Summaries and Sources: Inservice Education for Secondary English Teachers: 'So Little Time. . .So Much to Learn.', Robert V. Denby, April 1970. (Reprint)

Type = B Effort = L Visibility = H Subject = Ed. Adm./Services

128. NCTE/ERIC Summaries and Sources: Literary Analysis in Secondary English Classes, Robert V. Denby, March 1970. (Reprint)

Type = B Effort = L Visibility = H Subject = Instr. Content

129. Poetry Instruction in the Elementary Grades: An NCTE/ERIC Report, Robert V. Denby, October 1969. (Reprint)

Type = B   Effort = L   Visibility = H   Subject = Instr. Content

130. NCTE/ERIC Report: Bilingual Education: A Special Report from CAL/ERIC, Anna Maria Malkoc and A. Hood Roberts, May 1970. (Reprint)

Type = B   Effort = L   Visibility = H   Subject = Spec./Other Groups

131. Basic Bibliography on Handwriting, Capitalization, and Punctuation, L. Jean York, December 1969.

Type = B   Effort = M * Visibility = M   Subject = Instr. Content

132. Elective English Programs in Junior and Senior High Schools, Linda A. Kubicek (Comp.), September 1970. (ED 041 182)

Type = P   Effort = L   Visibility = L   Subject = Instr. Content

133. Recommended English Curriculum Guides K-12 and Criteria for Planning and Evaluation: 1970, William J. Scannell, November 1970. (ED 044 419)

Type = P   Effort = L   Visibility = H   Subject = Instr. Content

134. Teaching Literature in the Elementary School, NCTE/ERIC Studies in the Teaching of English, Norine Odland, July 1969. (ED 031 482)

Type = R   Effort = M * Visibility = M   Subject = Instr. Content

135. Creativity in the English Program, NCTE/ERIC Studies in the Teaching of English, Rodney P. Smith, Jr., April 1970. (ED 038 413)

Type = R   Effort = M * Visibility = M   Subject = Instr. Content

TESTS, MEASUREMENT, AND EVALUATION

136. Developing Criterion-Referenced Tests, Rex Jackson, June 1970. (ED 041 052)

Type = R   Effort = L   Visibility = L   Subject = Ed. Adm./Services

VOCATIONAL AND TECHNICAL EDUCATION

137. Work Experience for Broadening Occupational Offerings: A Selected Bibliography for Use in Program Development, Information, David McCracken, November 1969. (ED 034 062)

     Type = B Effort = M Visibility = L Subject = Instr. Content

138. An Application of Research: Working with Opinion Leaders to Accelerate Change in Vocational-Technical Education, Garry R. Bice, November 1970. (ED 044 502)

     Type = P Effort = M Visibility = M Subject = Ed. Adm./Services

139. Review and Synthesis of Research on Vocational Education in Rural Areas, B. Eugene Griessman & Kenneth G. Densley, December 1969. (ED 034 632)

     Type = R Effort = M Visibility = L Subject = Instr. Content

140. Review and Systhesis of Research: Analysis for Curriculum Development in Vocational Education, Milton E. Larson, October 1969. (ED 035 746)

     Type = R Effort = H Visibility = M Subject = Instr. Content

141. Review and Synthesis of Research on the Placement and Follow-up of Vocational Education Students, Research Series No. 49, J. Kenneth Little, February 1970. (ED 037 543)

     Type = R Effort = M Visibility = M Subejct = Ed. Adm./Services

142. Review and Synthesis of Research in Trade and Industrial Education, Albert J. Paulter and Carl J Schaefer, Sept. 1969. (ED 036 638)

     Type = R Effort = M Visibility = M Subject = Instr. Content

143. Review and Synthesis of Research in Business and Office Education, Ray G. Price & Charles R. Hopkins, April 1970. (ED 038 529)

     Type = R Effort = H Visibility = M Subject = Instr. Content

144. Review and Synthesis of Research in Technical Education, Donald S. Phillips and Lloyd D. Briggs, October 1969. (ED 036 639)

     Type = R Effort = M Visibility = L Subject = Instr. Content

145. Review and Synthesis of Research and Developmental Activities Concerning State Advisory Councils on Vocational Education, Joseph R. Clary, September 1970. (ED 043 744)

Type = R Effort = M Visibility = M Subject = Ed. Adm./Services

146. Interpretation of Literature on Career Lddders and Lattices in Health Occupations Education, Jean Kintgen, Sept. 1970. (ED 042 919)

Type = R Effort = L Visibility = L Subject = Instr. Content

B

APPENDIX B
FORMS USED IN OBTAINING LEVEL-OF-EFFORT AND VISIBILITY DATA

This Appendix contains copies of forms that were used in obtaining level-of-effort and visibility data for products in the sample. Differences in programs required that three different forms be used. They are:

1. Form for ERIC clearinghouses and the Educational Materials Center
2. Form for NCEC staff concerned with the PREP reports
3. Form for states (in tracing secondary distribution of PREP reports)

One form was completed by the appropriate NCEC unit for each document.

1. For ERIC Clearinghouses and the Educational Materials Center

---

FOR PRODUCT LISTED AS #1

1.1 What is your best estimate of the number of professional man-hours that went into the preparation of this product? (Please do not include man-hours that were required for RIE and CIJE related clearinghouse operations, such as document acquisition and processing, (i.e., indexing and abstracting) and would have been incurred whether this product was prepared or not. But do include all professional man-hours devoted specifically to the product, whether on the part of your staff, commissioned authors, or other outside individuals.

_____ Professional man-hours

1.2 What is your best estimate of the number of semi-professional or clerical man-hours that went specifically into the preparation of this product? (Again, please exclude man-hours that would have been incurred in any event, but do include outside effort as well as staff effort.)

_____ Semi-professional or clerical man-hours

1.3 In addition to labor costs, what is your best estimate of the other costs of this product up to the point when a first camera-ready copy existed? (Please include supplies, computer time, etc., to the extent that they were used specifically in the preparation of this product. Exclude all costs subsequent to the existence of a first copy, such as press-run costs.)

_____ Total non-labor costs

Please identify the types of operations included in this total______

____

____

1.4 If there are special circumstances related to the preparation of this product that must be considered in conjunction with your estimates of labor and non-labor costs above, please explain here:

____

____

____

The next three questions deal with the distribution of, and dissemination strategy for, this document.

1.5 Please estimate the total number of copies of this product that have actually been distributed either by your clearinghouse or by any other organization in any form. Exclude EDRS distribution, but please include journal circulation statistics, if applicable.

_____ Total number of copies actually distributed

1.6 If there are special circumstances (e.g., documents were sold or were distributed free) related to the distribution of this product that should be considered in conjunction with your responses to the previous question, please explain:

____

____

____

1.7 Did this product receive special publicity, other than the usual mention in a clearinghouse newsletter or association newsletter? That is, was special attention drawn to the product in any of the following ways?

_____ It was reviewed in the professional literature (please provide full journal citation(s). ______________________

____

____

_____ It was extensively described -- "featured" -- in a column, brochure, or other publicity medium.

_____ It received special attention because it was part of a larger effort, such as a well-publicized product series or a professional gathering, such as a workshop.

_____ It came to the attention of a large relevant audience because it was distributed through a well-established channel such as a professional journal.

_____ It was placed on automatic distribution to individuals on our mailing list.

_____ Other unusual publicity or attention (please specify):

____

____

1.8 Summing up the preparation and distribution of this product, would you say that, relative to the other products of any type that you have prepared, the effort invested in it was...

_____ Just average _____ Above average _____ Below average

1.9 Would you say that, relative to the other products of any type that you have issued, the exposure it achieved was...

_____ Just average _____ Above average _____ Below average

2. For PREP Reports

____

[Name of PREP Report]

____

1. What was the cost of the Targeted Communication contract?

$__________

2. What is your best estimate of the number of professional man-hours (in USOE) that went into the preparation of the:

   a. PREP Report _____ Professional man-hours

   b. PREP Brief _____ Professional man-hours

3. What is your best estimate of the number of USOE semi-professional or clerical man-hours that went into the preparation of this PREP report?

   a. PREP Report _____ Semi-professional or clerical man-hours

   b. PREP Brief _____ Semi-professional or clerical man-hours

4. In addition to labor costs, what is your best estimate of the other costs of this product up to the point when a first camera-ready copy existed? (Please include materials, supplies, etc., to the extent that they were used specifically in the preparation of this product. Exclude all costs subsequent to the existence of a first copy, such as press-run costs.)

_____ Total non-labor costs

Please identify the types of operations included in this total.

____

____

____

5. If there are special circumstances related to the preparation of this PREP report that must be considered in conjunction with your estimates of labor and non-labor costs above, please explain here:

____

____

____

The next three questions deal with the distribution of, and dissemination strategy for, this document, from USOE.

6. Please estimate the total number of copies of this PREP report that have actually been distributed by USOE to the states. Exclude EDRS distribution.

_____ Total number of PREP Briefs distributed

_____ Total number of PREP Reports distributed

7. If there are special circumstances related to the distribution of this Report (or Brief) that should be considered in conjunction with your responses to the previous question, please explain:

____

____

____

8. Did this PREP receive special publicity, other than through the Brief? That is, was special attention drawn to the product in any of the following ways?

_____ It was reviewed in the professional literature (please provide full journal citation(s). ____________________________

____

____

_____ It was extensively described--"featured"--in a column, brochure, or other publicity medium.

_____ It received special attention because it was part of a larger effort, such as a well-publicized product series or a professional gathering, such as a workshop.

_____ Other unusual publicity or attention (please specify):

____

____

9. Summing up the preparation and distribution of this PREP, would you say that, relative to the other PREP's that you have prepared, the effort invested in it was . . .

_____ Just average _____ Above average _____ Below average

10. Would you say that, relative to the other PREP's that you have issued, the exposure it achieved was . . .

_____ Just average _____ Above average _____ Below average

3. For States

____

[Name of PREP Report]

____

The following questions explore the dissemination strategies used by your State in the distribution of the PREP Report identified above.

1. Did you distribute the Brief for this particular PREP Report? Yes ( ) No ( )

   If yes, please give an estimate of the total number of copies distributed and identify the targeted professional groups who were sent copies.

   Estimated number of copies distributed ________________

   Targeted audiences ____

   ____

2. Did you prepare any special announcement materials concerning the availability of this particular PREP Report? Yes ( ) No ( )

   If yes, please identify the method of distribution, estimated number of copies distributed, and targeted audiences.

   Method of distribution (e.g., brochure, journal or newsletter article)

   ____

   Estimated number of copies distributed ______________________

   Targeted audiences ____

   ____

3. How do you make copies of the PREP Reports available to educators in your State?

   _____ Copies are reproduced on request.

   _____ Copies are reproduced and automatically distributed to a selected audience.

   _____ Copies received from USOE are automatically circulated to selected staff members.

   _____ Copies received from USOE are made available on-loan, as requested.

   _____ Other (please specify:) ____

   ____

If there are any limitations (e.g., in number of pages reproduced or number of copies sent), please explain:

____

____

____

4. As of this date, please provide an estimate of the total number of copies distributed by your State for this particular PREP Report.

______ Total Number of Copies

5. If there are any special circumstances related to the distribution of this PREP Report that should be considered in conjunction with your responses to the previous questions, please explain:

____

____

____

6. In recent months, have you changed the procedures described above in any way due to the availability of PREP's from GPO?

Yes ( ) No ( )

If yes, please explain ______________________________________

____

____

C

APPENDIX C

TABULATIONS ON SEMI-PROFESSIONAL/ CLERICAL MAN-HOURS AND NON-LABOR COSTS

The following three tables represent data obtained from NCEC units on three cost components:

- Professional Man-Hours
- Semi-Professional/Clerical Man-Hours
- Non-Labor Costs (in dollars)

"Professional-man-hour" units were used to create the level-of-effort indexes for each product type. The distribution of the other two cost units are provided to show the relationships between types of costs.

All 146 documents are not represented in these tables. A document with only partial data, or no data at all, was assigned the median number of hours for the appropriate product type in the level-of-effort indexes. These data are presented only as general information; they are not keyed to actual document numbers.

TABLE C-1. DISTRIBUTION OF COSTS FOR INDIVIDUAL REVIEWS

HIGH-EFFORT REVIEWS				MEDIUM-EFFORT REVIEWS				LOW-EFFORT REVIEWS			
Document	Professional Man-Hours	Semi-Profess-ional/Clerical Man-Hours	Non-Labor Costs ($)	Document	Professional Man-Hours	Semi-Profess-ional/Clerical Man-Hours	Non-Labor Costs ($)	Document	Professional Man-Hours	Semi-Profess-ional/Clerical Man-Hours	Non-Labor Costs ($)
1	3,260	220	$ 50	17	250	85	$ 30	36	160	50	$ 150
2	1,000	241	0	18	250	70	70	37	150	60	150
3	800	160	550	19	250	120	73	38	150	40	--
4	580	30	5	20	250	100	75	39	140	70	150
5	580	80	15	21	250	100	66	40	125	25	10
6	570	100	15	22	50	50	25	41	125	100	--
7	500	30	5	23	250	55	25	42	100	5	5
8	500	50	1,000	24	225	100	60	43	100	42	105
9	400	100	50	25	210	30	25	44	100	50	--
10	375	14	368	26	210	45	60	45	90	30	310
11	345	90	15	27	200	35	125	46	85	45	20
12	340	90	186	28	200	45	600	47	85	35	10
13	339	7	144	29	200	80	150	48	65	25	140
14	325	20	115	30	200	240	--	49	65	15	330
15	300	200	100	31	200	40	10	50	65	40	5
16	275	150	90	32	200	30	25	51	65	72	--
				33	190	7	64	52	60	40	5
				34	180	60	150	53	60	40	5
				35	175	30	160	54	60	40	5
								55	60	25	10
								56	50	20	180
								57	45	20	75
								58	40	15	10
								59	30	10	--

TABLE C-2. DISTRIBUTION OF COSTS FOR INDIVIDUAL PRACTICAL GUIDANCE PAPERS

HIGH-EFFORT PRACTICAL GUIDANCE PAPERS*					MEDIUM-EFFORT PRACTICAL GUIDANCE PAPERS				LOW-EFFORT PRACTICAL GUIDANCE PAPERS			
Document	Professional Man-Hours		Semi-Profess-ional/Clerical Man-Hours	Non-Labor Costs ($)	Document	Professional Man-Hours	Semi-Profess-ional/Clerical Man-Hours	Non-Labor Costs ($)	Document	Professional Man-Hours	Semi-Profess-ional/Clerical Man-Hours	Non-Labor Costs ($)
	Contract	PREP										
1	3,168	80	60	$ 1.00	8	600	120	$125.00	19	50	25	$ 100
2	2,640	65	60	.50	9	325	150	25.00	20	50	8	--
3	2,288	50	80	1.00	10	250	150	25.00	21	50	10	215
4	2,064	30	70	.60	11	200	50	50.00	22	50	20	100
5	1,936	40	60	.50	12	200	75	156.00	23	50	20	160
6	1,936	40	60	.50	13	185	76	50.00	24	40	10	0
7	1,056	160**	240**	2.00**	14	161	14	240.00	25	40	20	100
					15	80	40	--	26	25	5	100
					16	75	50	100.00	27	14	2.5	0
					17	75	35	100.00				
					18	75	15	156.00				

*All Practical Guidance Papers in this index level are PREP Reports. Professional Man-Hours are presented in estimates of the total Targeted Communication contract or grant, plus the hours in NCEC for the preparation of the actual PREP Reports. The second two columns are direct PREP-report costs only--not contract-related costs.

**These data represent four individually packaged PREP reports on a particular topic. In the General Field Survey, they were treated as a single document. (See Chapter III, page 8.)

TABLE C-3. DISTRIBUTION OF COSTS FOR INDIVIDUAL BIBLIOGRAPHIES

HIGH-EFFORT BIBLIOGRAPHIES				MEDIUM-EFFORT BIBLIOGRAPHIES				LOW-EFFORT BIBLIOGRAPHIES			
Document	Professional Man-Hours	Semi-Professional/Clerical Man-Hours	Non-Labor Costs ($)	Document	Professional Man-Hours	Semi-Professional/Clerical Man-Hours	Non-Labor Costs ($)	Document	Professional Man-Hours	Semi-Professional/Clerical Man-Hours	Non-Labor Costs ($)
1	1,250	1,000	$1,650	10	80	31	$ 60	23	41	80	$ 2.
2	324	176	6	11	53	16	15	24	40	60	45.
3	256	60	10	12	52	140	5	25	40	20	0.
4	193	100	2.30	13	50	20	--	26	30	5	300.
5	145	80	5	14	50	13	20	27	30	35	25.
6	112	40	35	15	50	30	100	28	30	40	10.
7	102	56	4	16	50	30	15	29	25	35	10.
8	100	20	250	17	50	25	5	30	25	40	10.
9	100	40	30	18	50	25	5	31	25	50	10.
				19	50	25	5	32	24	12	100.
				20	50	25	5	33	20	15	50.
				21	50	25	5	34	20	20	50.
				22	50	25	5	35	16	2	0.
								36	15	8	6.60
								37	14	2	0.
								38	14	2	0.
								39	12	12	100.
								40	12	12	100.
								41	12	2	0.
								42	10	2	0.
								43	10	2	0.
								44	10	2	0.

D

APPENDIX D
QUESTIONNAIRE PACKAGES

This appendix includes copies of each of the four survey instruments:

1. Screening Questionnaire (Q1)
2. User Evaluation Questionnaire (Q2)
    a. Version A: for Reviews and Practical Guidance Papers
    b. Version B: for Bibliographies
3. Non-user Evaluation Questionnaire (Q3)
4. Specialists' Questionnaire (Q4)

Cover letters and followup letters are also enclosed.

1. Screening Questionnaire (Q1)

Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

SDC SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

January 14, 1972

Dear Educator:

Under sponsorship of the U.S. Office of Education (USOE), the System Development Corporation is conducting a study of information products prepared by USOE's National Center for Educational Communication (NCEC). The goal is to assess the quality and utility of these products so that NCEC can better meet the needs of the educational community.

Our first step in the study is to determine the general level of awareness of NCEC products among educators throughout the country. Your assistance in this effort will be of great benefit, and we ask your cooperation in answering the four questions that follow. For your convenience, a prepaid return envelope is enclosed. We would greatly appreciate your returning the completed questionnaire within 10 days.

Thank you for your help.

Sincerely,

Judy Wanger

Judith Wanger
Project Director
NCEC Product Evaluation Project

1. In what institutional setting are you working? **(Check as many as apply)**

SCHOOLS AND COLLEGES

- ☐ Kindergarten or preschool
- ☐ Elementary school
- ☐ Junior high or middle school
- ☐ Senior high school
- ☐ Vocational high school
- ☐ Junior college or community college
- ☐ Four-year college/university

OTHER SETTINGS

- ☐ School district central office
- ☐ State department of education
- ☐ Federal government agency
- ☐ Non-profit organization
- ☐ Professional society or association
- ☐ Commercial organization
- ☐ Other (Please specify) ____________________

2. What is your main professional role or function in the educational community? **(If you have a dual assignment, please identify your principal role by placing a "1" before the single applicable item below and a "2" before the secondary role.)**

- ☐ Teacher/Professor
- ☐ Reading specialist
- ☐ Superintendent or assistant superintendent
- ☐ President or vice-president
- ☐ Principal or assistant principal
- ☐ Supervisor of instruction
- ☐ Academic dean
- ☐ Student personnel worker or guidance counselor
- ☐ Program specialist, consultant, or coordinator
- ☐ Psychologist
- ☐ Media coordinator or instructional technology specialist
- ☐ Librarian or instructional resources specialist
- ☐ Researcher or R&D staff member
- ☐ School board member
- ☐ Other (Please specify) ____________________

3. Which of the following areas represent your major professional interests? **(Check as many as apply)**

- ☐ Adult and Continuing Education
- ☐ Adult Basic Education
- ☐ American Indian Education
- ☐ Bilingual Education
- ☐ Compensatory Education
- ☐ Counseling and Student Personnel Services
- ☐ Curriculum Development
- ☐ Early Childhood Education
- ☐ Educational Administration
- ☐ Educational Media and Technology
- ☐ Elementary Education
- ☐ English and Language Arts
- ☐ Ethnic and Minority Group Education
- ☐ Exceptional Children (gifted, mentally retarded, physically handicapped, emotionally disturbed)
- ☐ Fine Arts (music, art, drama, dance)
- ☐ Health, Safety, and Driver Education
- ☐ Higher Education
- ☐ Home Economics
- ☐ Instructional Materials
- ☐ Junior Colleges
- ☐ Languages and Linguistics
- ☐ Library and Information Sciences
- ☐ Mathematics Education
- ☐ Physical Education
- ☐ Psychological Services
- ☐ Reading
- ☐ Research and Development
- ☐ Rural Education and Small Schools
- ☐ Science Education
- ☐ Secondary Education
- ☐ Social Science and Social Studies Education
- ☐ Teacher Education
- ☐ Tests, Measurements, and Evaluation
- ☐ Vocational and Technical Education
- ☐ Other (Please specify)

____

____

____

____

NOTE: **Please circle the one area that represents your principal professional interest.**

This final question concerns your familiarity with the information products of the U.S. Office of Education's National Center for Educational Communication (NCEC).

Three NCEC units are currently involved in synthesizing educational literature:

The Division of Practice Improvement prepares interpretive summaries, called PREP Reports—Putting Research into Educational Practice—which are disseminated through State education agencies, the ERIC Document Reproduction Service (EDRS), and the Government Printing Office.

The Educational Materials Center (formerly known as the Educational Materials Laboratory) prepares bibliographies covering textbooks, children's books, and professional education materials that are made available upon request from the Center, through the Government Printing Office and EDRS.

The 19 ERIC clearinghouses produce many kinds of products, including state-of-the-art reports, bibliographies, and handbooks. These documents are distributed through clearinghouses, professional associations, and EDRS.

The enclosed insert displays miniature examples of these NCEC products. They are provided to assist you in answering the following question.

4. Prior to receiving the questionnaire, had you seen or read an information product prepared by any one of these NCEC units? **(Check as many as apply)**

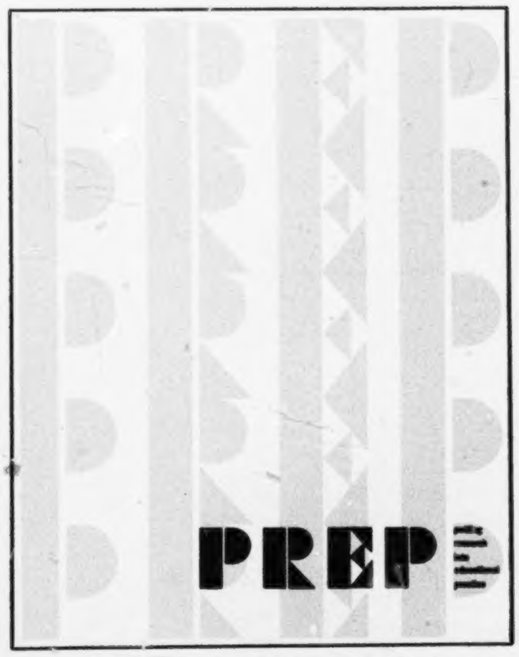
	NCEC UNITS	I have read or skimmed	I am aware of, but have not read or skimmed	I am not aware of
a.	DIVISION OF PRACTICE IMPROVEMENT – PREP REPORTS	☐	☐	☐
b.	EDUCATIONAL MATERIALS CENTER – BIBLIOGRAPHIES	☐	☐	☐
	ERIC (Educational Resources Information Center) PRODUCTS, from the clearinghouses on:			
c.	Adult Education (ERIC/AE), Syracuse University	☐	☐	☐
d.	Counseling and Personnel Services (ERIC/CAPS), Ann Arbor, Michigan	☐	☐	☐
e.	Disadvantaged (ERIC/IRCD), Columbia University	☐	☐	☐
f.	Early Childhood Education (ERIC/ECE), University of Illinois	☐	☐	☐
g.	Educational Management (ERIC/CEA), University of Oregon	☐	☐	☐
h.	Educational Media and Technology, Stanford University	☐	☐	☐
i.	Exceptional Children (ERIC/CEC), The Council for Exceptional Children, Arlington, Virginia	☐	☐	☐
j.	Higher Education (ERIC/CHE), George Washington University, Washington, D.C.	☐	☐	☐
k.	Junior Colleges, University of California at Los Angeles	☐	☐	☐
l.	Languages and Linguistics (MLA/ERIC), Modern Language Association of America, New York, New York	☐	☐	☐
m.	Library and Information Sciences (ERIC/CLIS), American Society for Information Sciences, Washington, D.C.	☐	☐	☐
n.	Reading (ERIC/CRIER), Indiana University	☐	☐	☐
o.	Rural Education and Small Schools (ERIC/CRESS), New Mexico State University	☐	☐	☐
p.	Science and Mathematics Education (ERIC/SMAC), Ohio State University	☐	☐	☐
q.	Social Science Education (ERIC/ChESS), Boulder, Colorado	☐	☐	☐
r.	Teacher Education, American Association of Colleges for Teacher Education, Washington, D.C.	☐	☐	☐
s.	Teaching of English (NCTE/ERIC), National Council of Teachers of English, Urbana, Illinois	☐	☐	☐
t.	Tests, Measurement, and Evaluation (ERIC/TM), Educational Testing Service, Princeton, New Jersey	☐	☐	☐
u.	Vocational and Technical Education, Ohio State University, Columbus, Ohio	☐	☐	☐

Thank you for your cooperation.

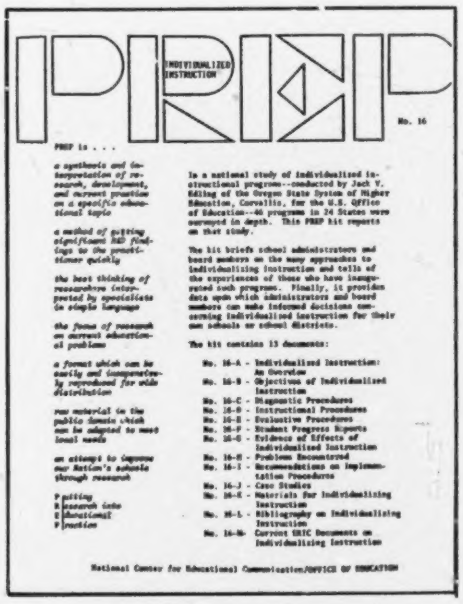
EXAMPLES OF NCEC INFORMATION PRODUCTS

The following 26 miniatures are displayed to assist you in answering question 4.

PREP Reports and Educational Materials Center Bibliographies. . .



a. PREP Report (Cover/Folder)



PREP

INDIVIDUALIZED INSTRUCTION

No. 16

PREP is . . .

a synthesis and interpretation of research, development, and current practice on a specific educational topic

a method of getting significant R&D findings to the practitioner quickly

the best thinking of researchers interpreted by specialists in simple language

the focus of research on current educational problems

a format which can be easily and inexpensively reproduced for wide distribution

raw material in the public domain which can be adapted to meet local needs

an attempt to improve our Nation's schools through research

P *utting*
R *esearch into*
E *ducational*
P *ractice*

In a national study of individualized instructional programs--conducted by Jack V. Edling of the Oregon State System of Higher Education, Corvallis, for the U.S. Office of Education--46 programs in 24 States were surveyed in depth. This PREP kit reports on that study.

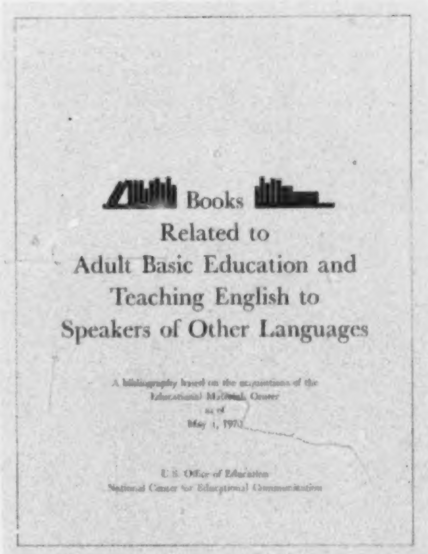
The kit briefs school administrators and board members on the many approaches to individualizing instruction and tells of the experiences of those who have inaugurated such programs. Finally, it provides data upon which administrators and board members can make informed decisions concerning individualized instruction for their own schools or school districts.

The kit contains 13 documents:

No. 16-A - Individualized Instruction: An Overview
No. 16-B - Objectives of Individualized Instruction
No. 16-C - Diagnostic Procedures
No. 16-D - Instructional Procedures
No. 16-E - Evaluative Procedures
No. 16-F - Student Progress Reports
No. 16-G - Evidence of Effects of Individualized Instruction
No. 16-H - Problems Encountered
No. 16-I - Recommendations on Implementation Procedures
No. 16-J - Case Studies
No. 16-K - Materials for Individualizing Instruction
No. 16-L - Bibliography on Individualizing Instruction
No. 16-M- Current ERIC Documents on Individualizing Instruction

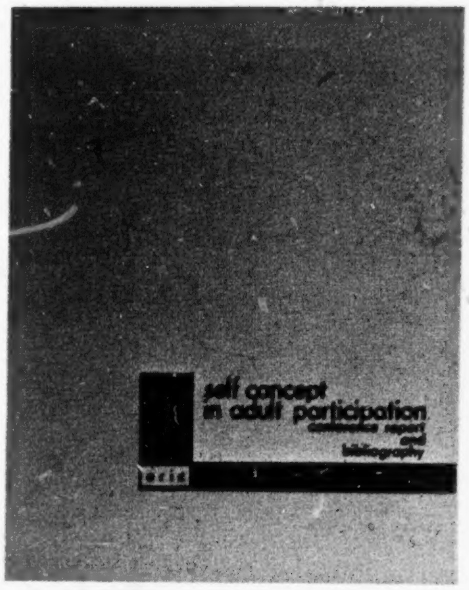
National Center for Educational Communication/OFFICE OF EDUCATION

a. PREP Report (first page)



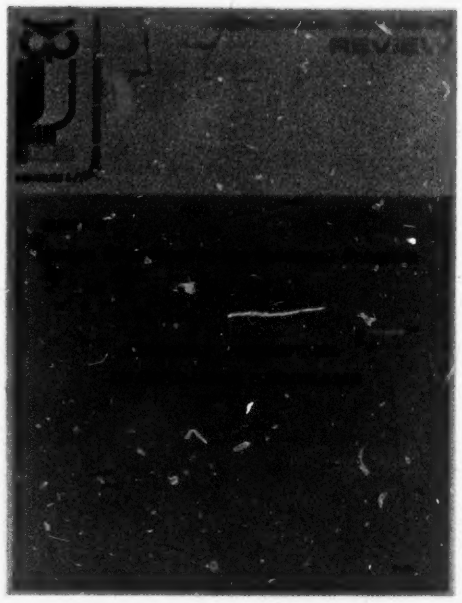
Books
Related to
Adult Basic Education and
Teaching English to
Speakers of Other Languages

b. Educational Materials Center Bibliography



self concept
in adult participation
conference report
and
bibliography
eric

c. Adult Education

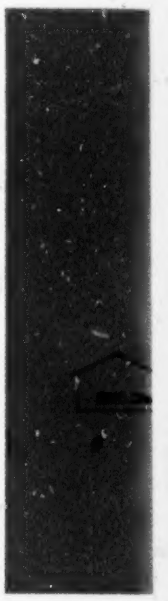


REVIEW

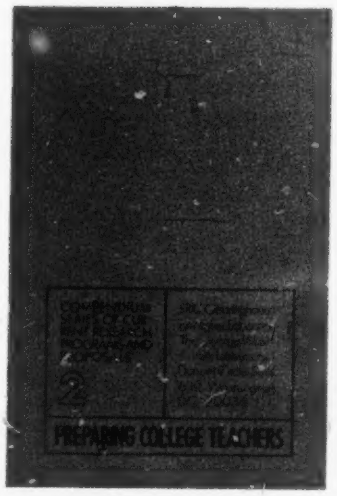
d. Counseling and Personnel Services

ERIC INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

e. Disadvantaged



f. Early Child



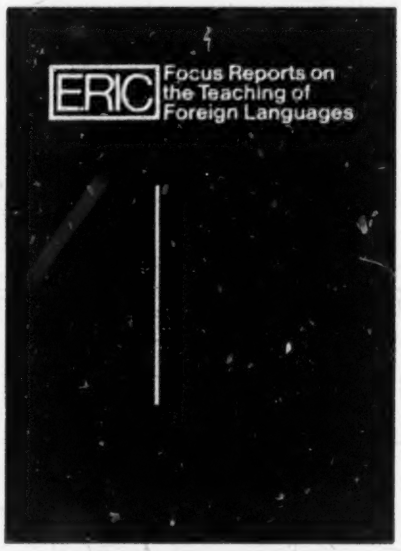
PREPARING COLLEGE TEACHERS

j. Higher Education

ERIC JUNIOR COLLEGE RESEARCH REVIEW

MEASUREMENT AND EVALUATION IN JUNIOR COLLEGE READING PROGRAMS

k. Junior Colleges

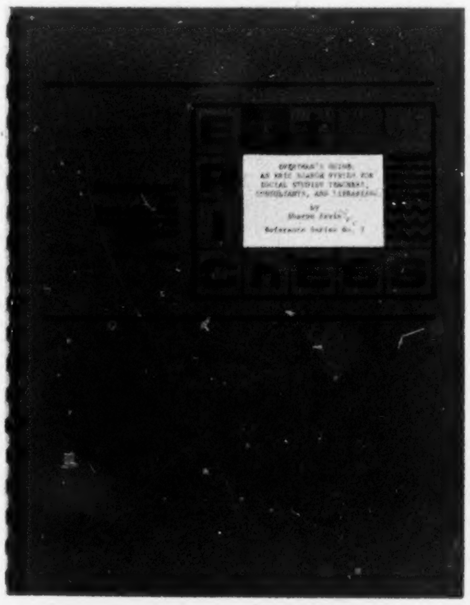


ERIC Focus Reports on
the Teaching of
Foreign Languages

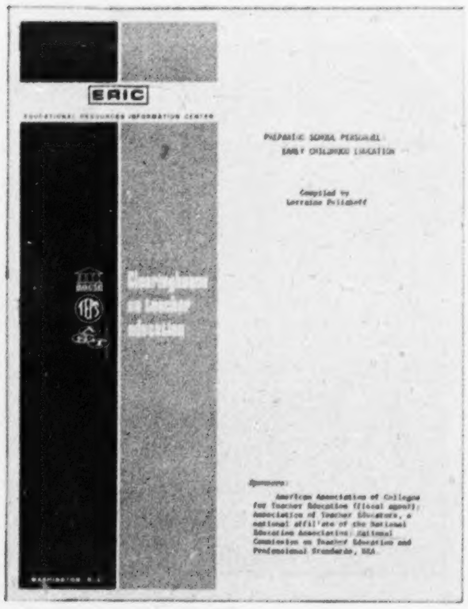
l. Languages & Linguistics

ERIC/CLIS

m. Library & I



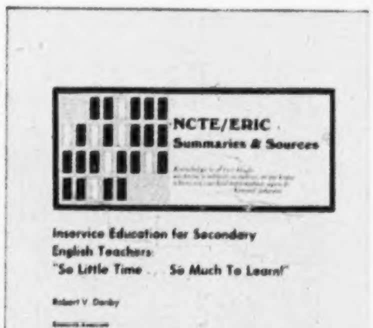
q. Social Science Education



ERIC
EDUCATIONAL RESOURCES INFORMATION CENTER

Clearinghouse on Teacher Education

r. Teacher Education

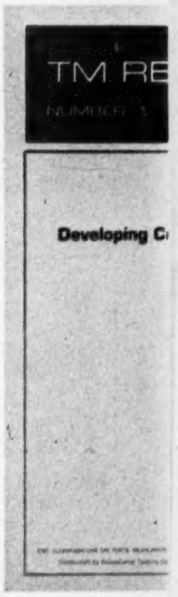


NCTE/ERIC
Summaries & Sources

Inservice Education for Secondary
English Teachers:
"So Little Time . . . So Much To Learn!"

Robert V. Denby

s. Teaching of English



TM RE
NUMBER 1

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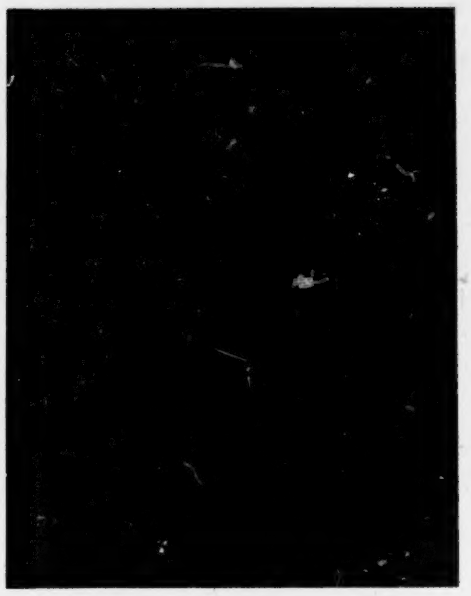
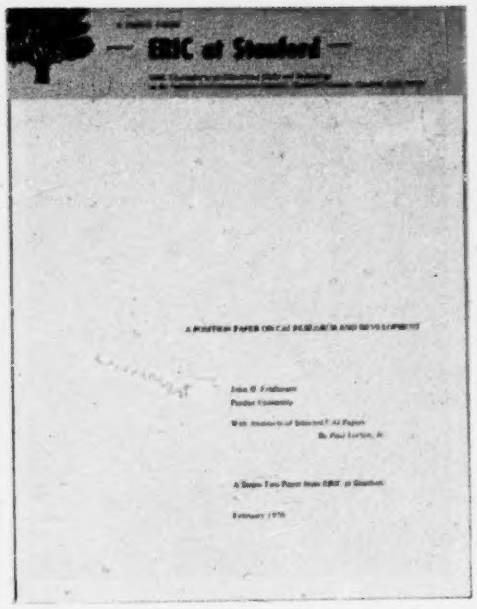
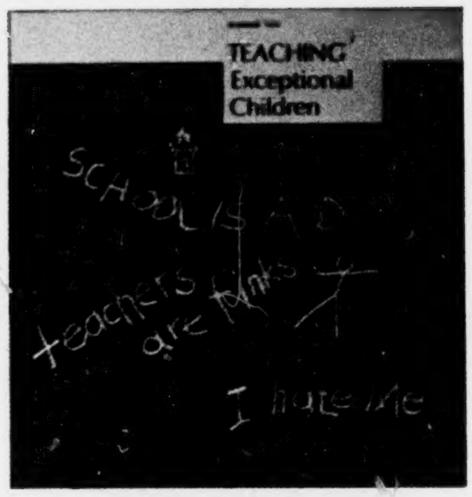


g. Educational Management

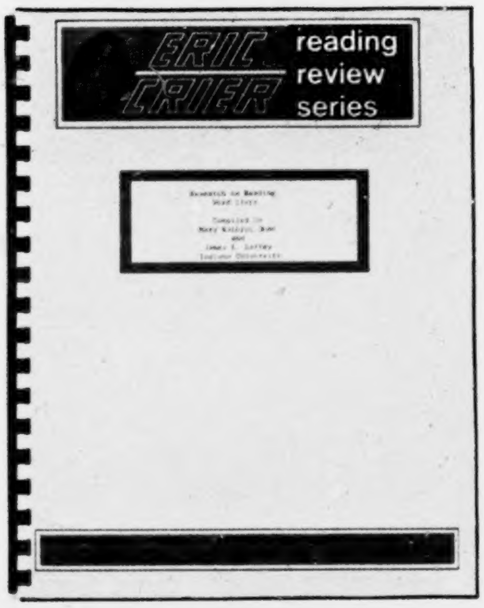

— ERIC at Stanford —

h. Educational Media & Technology

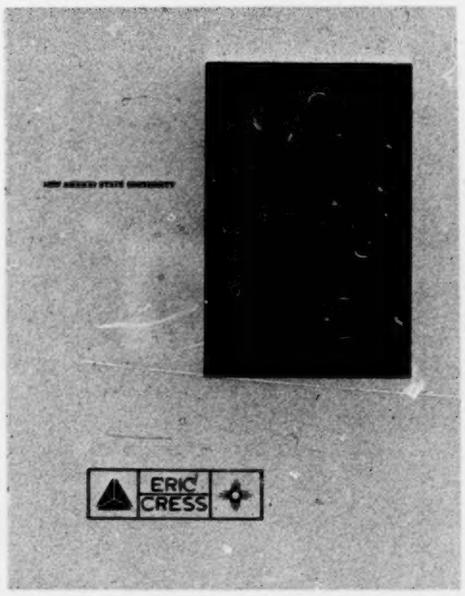

TEACHING
Exceptional
Children
SCHOOL IS A D
teachers are finks
I hate Me

i. Exceptional Children

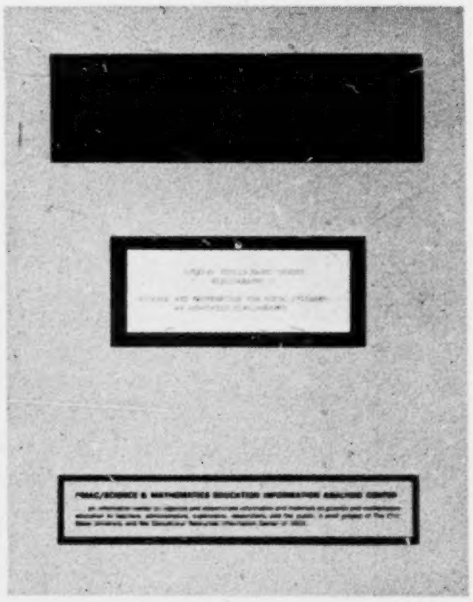
iences


ERIC CRIER
reading
review
series

n. Reading

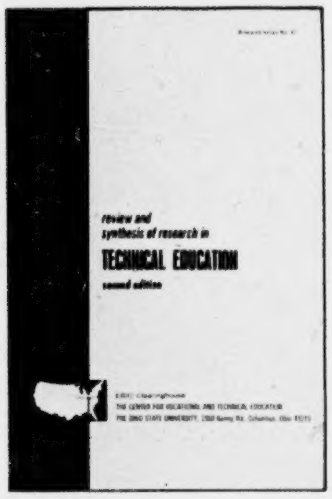


o. Rural Education & Small Schools



p. Science & Mathematics Education

aluation

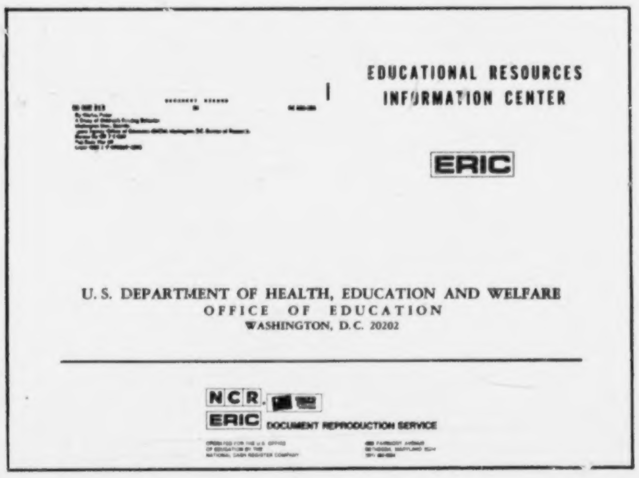

review and
synthesis of research in
TECHNICAL EDUCATION
second edition

u. Vocational and Technical Education

Information products from the ERIC clearinghouses and. . .

(continued on next page)

NCEC products, as available from ERIC Document Reproduction Service. . .



EDUCATIONAL RESOURCES
INFORMATION CENTER

ERIC

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

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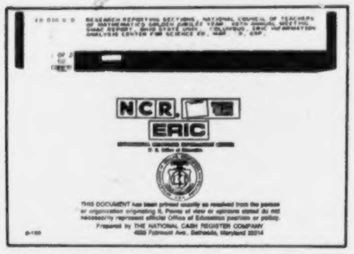

NCR ERIC

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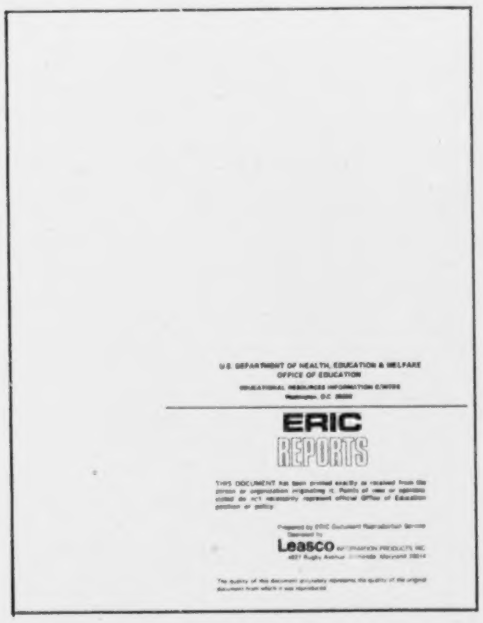

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REPORTS

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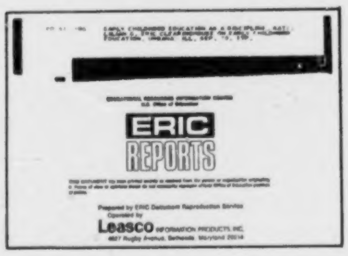

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SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

February, 1972

Dear Educator:

Since we have not yet heard from you with regard to our NCEC Product Evaluation Project questionnaire, I am again appealing to you for assistance. As you may remember, System Development Corporation is conducting a study of information products prepared by the National Center for Educational Communication (NCEC) in the U.S. Office of Education. The goal is to assess the quality and utility of these products so that NCEC can better meet the needs of the educational community.

Our first step in the study is to determine the general level of awareness of NCEC products among educators throughout the country. Your assistance in this effort will be of great benefit.

We realize that you may have only recently returned a completed questionnaire; if this is so, please accept our apologies for sending you this follow-up letter and thank you for helping us. If you have not completed the questionnaire, we would appreciate your taking the time to do so now. In the event that you have either lost or misplaced the questionnaire, we have enclosed a second copy.

For your convenience, a prepaid return envelope is enclosed. We would greatly appreciate your returning the completed questionnaire within 10 days.

Thank you.

Sincerely,

Judy Wanger

Judith Wanger
Project Director
NCEC Product Evaluation Project

JW/lsr

Enclosure

A-3064 (3/71)

2. User Evaluation Questionnaire (Q2)

A. for Reviews and Practical Guidance Papers

SDC SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

February, 1972

Dear Educator:

As indicated in the letter you recently received from the U.S. Office of Education, System Development Corporation is undertaking the second phase of its NCEC Product Evaluation Study. Response to the first questionnaire was particularly gratifying, and we hope to enlist the continued support of several thousand educators in this next step. Because of your knowledge of NCEC products, we are inviting you to be one of our product evaluators. We greatly appreciate your contribution to the first phase of our study, and we hope you are willing to help us again now.

You are participating in this study with many of your colleagues throughout the country; however, each of you brings to this study a unique combination of educational responsibilities, professional interests, and information needs. The success of this project depends upon our obtaining such broadly based evaluations. Thus, your assistance is of the utmost importance to us.

The enclosed evaluation packet contains questions about the quality and utility of 10 NCEC products. We are not sending the complete documents to you, just a representation of each--that is, the title page, table of contents, and an abstract or extract--to assist you in recalling them. Further instructions are provided on the cover page of each questionnaire.

In our data analysis, we will use only code numbers to identify respondents, so that evaluations can be held in strictest confidence. A pre-paid return envelope is enclosed for your convenience. We would greatly appreciate your returning the completed packet within 10 days.

Thank you for your interest and help.

Sincerely,

Judy Wanger

Judith Wanger
Project Director
NCEC Product Evaluation Project

JW/lsr

Enclosure

A-3064 (3/71)

Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

DOCUMENT NUMBER ____

This evaluation packet contains a separate questionnaire and document representation (title page, table of contents, and an abstract or extract) for each of 10 documents we are asking you to review. The documents are undoubtedly of varying interest to you, and we do not expect you to have read all of them.

The following steps should assist you in this review:

1. Look at the document representation to the left of the questionnaire to determine if you have previously read or skimmed the full document.
2. Answer question number 1 and, on the basis of this response, then answer the other appropriate questions.

Please return the completed questionnaires in the enclosed pre-paid return envelope within 10 days.

Thank you for your cooperation.

Judith Wanger, Project Director
System Development Corporation
5827 Columbia Pike
Falls Church, Virginia 22041

☐ **Check here if you would like to receive a summary report of this study.**

[SO 007]

PREPARING TO TEACH ECONOMICS: SOURCES AND APPROACHES

by
Suzanne Wiggins Helburn

Interpretive Series No. 2

Published Jointly by:
ERIC Clearinghouse for Social Studies/Social Science Education.
Social Science Education Consortium, Inc.
970 Aurora
Boulder, Colorado 80302

APR 1971

[drawn from Title Page]

PREPARING TO TEACH ECONOMICS: SOURCES AND APPROACHES

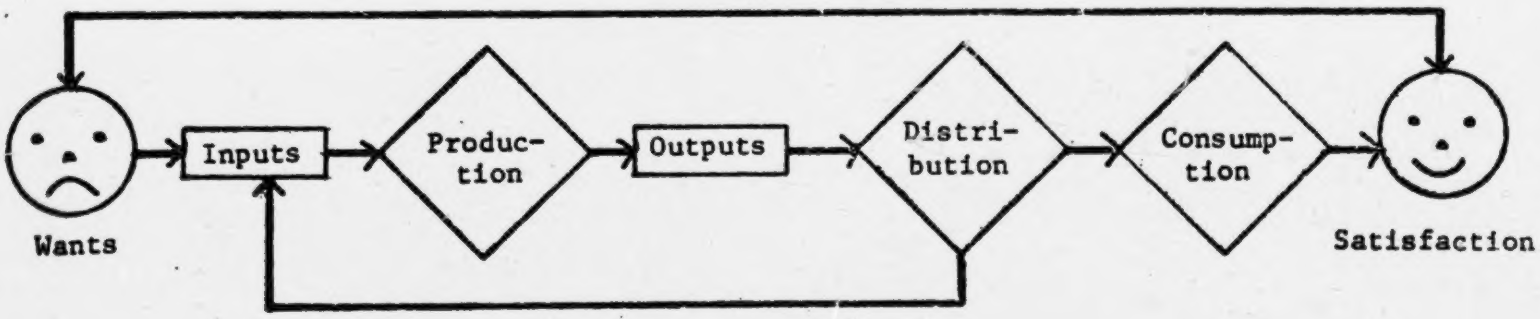
This is a "tip sheet" for teachers who ask ERIC/ChESS for help in setting up a high school course in economics for the first time. It provides these kinds of help: (1) a brief overview of what economics is; (2) suggestions about how economics fits into the high school social studies curriculum; (3) references to a few books which are particularly good introductions to economics; (4) some suggestions about organizing the course; (5) a list of agencies to contact for help or for useful student materials; and (6) a short bibliography of reference and library materials you may want to order. For those readers who already have a grasp of the nature and significance of economics, the next section may not be very useful. Feel free to skip it and go directly to Section 2, if this is the case.

[extract from Introduction]

[taken from Chapter I]

FIGURE 1

THE ECONOMIC PROCESS



Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

Please look at the document representation on the left and indicate your previous awareness of the full document.

1. ( ) I have not previously seen or read this document. **(Answer questions 2-3 only.)**

   ( ) I have previously seen or heard about this document but have not read or skimmed it. **(Answer questions 2-4 only.)**

   ( ) I have previously read or skimmed this document. **(Skip to question 5 on the next page.)**

The following questions concern your potential interest or lack of interest in this document.

2. How relevant do you think this document might be to your general professional interests?

   Relevant ( )   Somewhat relevant ( )   Not at all relevant ( )

3. As of the publication date, how great was your need for a good document of this type, on this topic?

   ( ) Document would probably have been very useful.

   ( ) Document would probably have been of some use.

   ( ) Document would probably have been of little or no use.

4. If you knew about the document but did not read or skim it, what reason(s) do you remember?

   ( ) I could not readily obtain a copy.

   ( ) I was not sufficiently interested.

   ( ) Other (please specify)______________________________

PLEASE PROCEED TO THE NEXT DOCUMENT REPRESENTATION AND SET OF QUESTIONS.

Please answer questions 5-13 only if you have read or skimmed the document.

5. As nearly as you can remember, how recently did you read or skim the document?

( ) Within the past month ( ) Within the past 6 months

( ) Within the past 3 months ( ) More than 6 months ago

6. How relevant was the topic to your general professional interests?

( ) Relevant ( ) Somewhat relevant ( ) Not at all relevant

7. As of the publication date, how great was your need for a good document on this topic?

( ) Very great; I had an immediate need for a document on this topic.

( ) Moderately great; the topic is of continuing importance to me.

( ) Not at all great; I had no special need for it.

8. For your needs, how well did the document cover the topic(s)?

( ) Very well ( ) Moderately well ( ) Poorly

9. Do you feel that the material was up-to-date in its coverage of current research or practice, as of its publication date?

( ) Yes ( ) No ( ) Could not judge

10. The questions below concern various aspects of the document's quality.

The document was:

( ) too long ( ) too short ( ) about right

The organization was:

( ) excellent ( ) satisfactory ( ) less than satisfactory

The writing was:

( ) very clear ( ) moderately clear ( ) hard to follow at times

The format (physical layout, illustrations, typography, etc.):

( ) was very helpful to readability and understanding ( ) did not contribute to readability and understanding ( ) hindered readability and understanding

The discussion was:

( ) very thoughtful ( ) reasonably thoughtful ( ) inadequate for my purposes

11. Documents can serve a variety of purposes and fulfill many different information needs for readers. In the following question, please indicate how useful the document was to you for each of the purposes listed. If you did not use the document for a stated purpose, check the last column.

	DEGREE OF USEFULNESS			
PURPOSE OF USE	**Very useful**	**Somewhat useful**	**Not at all useful**	**Did not use for this purpose**
To obtain an overview of the topic	( )	( )	( )	( )
To look up needed facts	( )	( )	( )	( )
To identify individuals working in the area	( )	( )	( )	( )
To identify relevant literature references	( )	( )	( )	( )
To update my knowledge about a subject already known to me	( )	( )	( )	( )
To obtain knowledge about a new subject	( )	( )	( )	( )
Other (please specify) ____________ ____________________	( )	( )	( )	( )

12. As a result of reading the document, did you use the information or the document in any of the following ways?

( ) Used the facts or recommendations to make a decision

( ) Applied the information in my own work

( ) Used the information to give advice to other people

( ) Examined other documents

( ) Consulted with author(s) or other persons identified in the document

( ) Passed the document on to a colleague(s) to read

If this document had any special effect on your work, please describe the kind of effect it had.

____

____

____

____

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____

13. In general, how would you compare this document with other documents of the same type?

( ) It is a very useful document.

( ) It is not unusually useful, but it is worth having available.

( ) Its usefulness is too limited to justify its publication.

Please use the space provided below for any suggestions you have concerning the future preparation of documents of this type, or for elaboration on any of your responses above.

PLEASE PROCEED TO THE NEXT DOCUMENT REPRESENTATION AND SET OF QUESTIONS.

2. User Evaluation Questionnaire (Q2)

B. for Bibliographies

Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

DOCUMENT NUMBER ____

This evaluation packet contains a separate questionnaire and document representation (title page, table of contents, and an abstract or extract) for each of 10 documents we are asking you to review. The documents are undoubtedly of varying interest to you, and we do not expect you to have read all of them.

The following steps should assist you in this review:

1. Look at the document representation to the left of the questionnaire to determine if you have previously read or skimmed the full document.
2. Answer question number 1 and, on the basis of this response, then answer the other appropriate questions.

Please return the completed questionnaires in the enclosed pre-paid return envelope within 10 days.

Thank you for your cooperation.

Judith Wanger, Project Director
System Development Corporation
5827 Columbia Pike
Falls Church, Virginia 22041

☐ **Check here if you would like to receive a summary report of this study.**

[BB 005]

EDUCATION
LITERATURE OF THE PROFESSION

A Bibliography Based on the Acquisitions of the Educational Materials Center
from January 1, 1969 through June 30, 1970

Compiled by: Eunice von Ende
Biological Sciences Communication Project
George Washington University

[drawn from Cover and Title Page]

July 1970

[partial display]

CONTENTS

	Page
I Books and Monographs	
Education—History, Theory, and Issues	1
Comparative and International Education	3
Educational Psychology	5
Educational Research	6
Educational Sociology and Related Factors	6
Child Development	7
Guidance and Personnel Services	8
Home-School-Community Relations	8
School Organization and Administration	9
Curriculum Development	10
Educational Facilities	10
Educational Media and Technology	11
Rural and Urban Education	11
Support for Education	13
Education of Special Groups	14
Teacher Education	18
The Teaching of Arts and Crafts	19
The Teaching of English	20
General Language and Composition	20
Reading and Literature	21
The Teaching of Foreign Languages	22
The Teaching of Health, Physical Education, Safety Education, and Recreation	22
The Teaching of Science and Mathematics	23
The Teaching of Social Studies	24
Vocational and Technical Education	24
General	24
Manpower Development and Training	25
Technical Education Programs	25
Libraries, Media Centers, and Information Services	25

I. Books and Monographs

[sample entries]

EDUCATION—HISTORY, THEORY, AND ISSUES

Abeles, Elvin. *The Student and the University: A Background Book on the Campus Revolt.* Parents, 1969. 246 pp.

American Education: Its Men, Ideas and Institutions. Reprint editions. Arno, 1969.

Cassidy, Harold G. *Knowledge, Experience, and Action: An Essay on Education.* T. C., Columbia, 1969. 205 pp.

Clarizio, Harvey F., editor. *Mental Health and the Educative Process: Selected Readings.* Rand Mc-

Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

Please look at the document representation on the left and indicate your previous awareness of the full document.

1. ( ) I have not previously seen or used this document. **(Answer questions 2-3 only.)**

   ( ) I have previously seen or heard about this document but have not used it. **(Answer questions 2-4 only.)**

   ( ) I have previously used this document. **(Skip to question 5 on the next page.)**

The following questions concern your potential interest or lack of interest in this document.

2. How relevant do you think this document might be to your general professional interests?

   ( ) Relevant ( ) Somewhat relevant ( ) Not at all relevant

3. As of the publication date, how great was your need for a good document of this type, on this topic?

   ( ) Document would probably have been very useful.

   ( ) Document would probably have been of some use.

   ( ) Document would probably have been of little or no use.

4. If you knew about the document but did not use it, what reason(s) do you remember?

   ( ) I could not readily obtain a copy.

   ( ) I was not sufficiently interested.

   ( ) Other (please specify) ______________________________

   ____

   ____

   ____

PLEASE PROCEED TO THE NEXT DOCUMENT REPRESENTATION AND SET OF QUESTIONS.

Please answer questions 5-13 only if you have used the document.

5. As nearly as you can remember, how recently did you use the document?

( ) Within the past month ( ) Within the past 6 months

( ) Within the past 3 months ( ) More than 6 months ago

6. How relevant was the topic to your general professional interests?

( ) Relevant ( ) Somewhat relevant ( ) Not at all relevant

7. As of the publication date, how great was your need for a good document on this topic?

( ) Very great; I had an immediate need for a document on this topic.

( ) Moderately great; the topic is of continuing importance to me.

( ) Not at all great; I had no special need for it.

8. For your needs, how well did the document cover the topic(s)?

( ) Very well ( ) Moderately well ( ) Poorly

9. Do you feel that the material was up-to-date in its coverage of current research or practice, as of its publication date?

( ) Yes ( ) No ( ) Could not judge

10. The questions below concern various aspects of the document's quality and utility.

The number of references was:

( ) too many ( ) too few ( ) about right

The classification or organization of entries (references) was:

( ) excellent ( ) satisfactory ( ) less than satisfactory

The format (physical layout and typography):

( ) was very helpful to its usability ( ) did not contribute to its usability ( ) hindered use

The textual material (annotations, abstracts, summaries, etc.) was:

( ) very useful ( ) moderately useful ( ) inadequate for my purposes

11. Bibliographies can serve a variety of purposes and fulfill many different information needs for users. In the following question, please indicate how you used the document. **(Check as many as apply.)**

( ) To identify documents related to particular topics

( ) To identify documents on particular projects

( ) To identify documents by particular individuals

( ) To identify documents from particular institutions

( ) To perform a comprehensive search of the literature

( ) To see what kind of new work is being reported

12. As a result of using this document, did you examine any of the documents cited?

( ) Yes ( ) No

If yes, was the content of the document what you had been led to expect by the content of the bibliographic reference?

( ) Yes ( ) No

13. In general, how would you compare this document with other documents of the same type?

( ) It is a very useful document.

( ) It is not unusually useful, but it is worth having available.

( ) Its usefulness is too limited to justify its publication.

Please use the space provided below for any suggestions you have concerning the future preparation of documents of this type, or for elaboration on any of your responses above.

PLEASE PROCEED TO THE NEXT DOCUMENT REPRESENTATION AND QUESTIONNAIRE.

3. Non-user Evaluation Questionnaire (Q3)

SDC SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041

February, 1972

Dear Educator:

As indicated in the letter you recently received from the U. S. Office of Education, System Development Corporation is undertaking the second phase of its NCEC Product Evaluation Study. Response to the first questionnaire was particularly gratifying, and we hope to enlist the continued support of several thousand educators in the next step. On our earlier questionnaire, you indicated that you had not used NCEC products such as PREP Reports, Educational Materials Center bibliographies, or ERIC products. Nevertheless, we are very much interested in your views on the potential utility of these kinds of products. We hope you are willing to help us again now.

You are participating in this study with many of your colleagues throughout the country; however, each of you brings to this study a unique combination of educational responsibilities, professional interests, and information needs. The success of this project depends upon our obtaining such broadly based evaluations. Thus, your assistance is of the utmost importance to us.

The enclosed evaluation packet contains questions about the quality and utility of 10 NCEC products. We are not sending the complete documents to you, just a representation of each--that is, the title page, table of contents, and an abstract or extract--to assist you in completing the questions. Further instructions are provided on the cover page of each questionnaire.

In our data analysis, we will use only code numbers to identify respondents, so that evaluations can be held in strictest confidence. A pre-paid return envelope is enclosed for your convenience. We would greatly appreciate your returning the completed packet within 10 days.

Thank you for your interest and help.

Sincerely,

Judy Wanger

Judith Wanger
Project Director
NCEC Product Evaluation Project

JW/lsr

Enclosures

Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

DOCUMENT NUMBER ______

This evaluation packet contains a separate questionnaire and document representation (title page, table of contents, and an abstract or extract) for each of 10 documents we are asking you to review.

We realize that you will not have read the documents; however, we are most interested in learning of your potential interest in them. Documents have been selected carefully to cover a range of topics we judged to be of varying interest to you.

The following steps should assist you in this review:

1. Read over the information contained in the document representation to the left of the questionnaire.
2. As you answer the questions for that document, keep in mind the type of document (e.g., a bibliography, review of research, handbook) that you are reviewing.

Please return the completed questionnaires in the enclosed pre-paid return envelope within 10 days.

Thank you for your cooperation.

Judith Wanger, Project Director
System Development Corporation
5827 Columbia Pike
Falls Church, Virginia 22041

☐ **Check here if you would like to receive a summary report of this study.**

[AC 018]

a handbook for teachers of english to non-english speaking adults

by patricia hefferman-cabrera

eric clearinghouse for linguistics
clearinghouse on adult education

[October 1969]
[drawn from Title Page]

[full display] TABLE OF CONTENTS

Introduction

1. The WHY and the WHO of TESOL Teaching 1

2. Some HOW'S of TESOL Teaching 8

3. Some WHAT'S to Teach. 19

4. Some KINDS of Evaluation 38

BIBLIOGRAPHY. 53

[extract from Introduction]

The purpose of this publication is to pull together ideas, procedures, opinions, and materials which have evolved out of one person's experiences of the last ten years, encompassing such experiences as TESOL (Teaching English to Speakers of Other Languages) on television to several thousand Cuban refugees in Miami, coordinating the instructional programming for several thousand more non-English speakers in adult education programs, serving as the consultant to the California State Department of Education on matters of TESOL for Mexican-American adults and developing and teaching the Certificate and Degree Program for TESOL teachers at the University of Southern California.

It is my opinion that the TESOL teacher should know about each technique and method and should be able to evaluate materials, thereby selecting and developing a style of teaching compatible with the expectations and needs of his students. Therefore, we shall think through such topics as who teaches TESOL and who is taught, how do we teach it, what do we teach, and how can we evaluate what we have taught.

Office of Management and Budget No. 51-S-71046
Expiration Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

Please look at the document representation on the left and indicate your previous awareness of the full document.

1. Have you previously read or skimmed this document?

Yes ( ) No ( )

2a. Had you read or heard about this document prior to learning about this survey?

( ) Yes ( ) No

3a. How relevant was this document to your general professional interests?

( ) Relevant
( ) Somewhat relevant
( ) Not at all relevant

4a. How useful was this document to you?

( ) Very useful
( ) Somewhat useful
( ) Not at all useful

2b. How relevant do you think this document might be to your general professional interests?

( ) Relevant
( ) Somewhat relevant
( ) Not at all relevant

3b. As of the publication date, how great was your need for a good document of this type, on this topic?

( ) Document would probably have been very useful.
( ) Document would probably have been of some use.
( ) Document would probably have been of little or no use.

4b. Had you heard about the document prior to receiving this questionnaire?

( ) Yes ( ) No

If yes, why did you neither read nor skim it?

( ) I could not readily obtain a copy.
( ) I was not sufficiently interested.
( ) Other (please specify) ____________________

____

PLEASE PROCEED TO THE NEXT DOCUMENT REPRESENTATION AND SET OF QUESTIONS.

4. Specialists' Questionnaire (Q4)

SDC SYSTEM DEVELOPMENT CORPORATION
5827 Columbia Pike, Falls Church, Virginia 22041
(703) 820-2220

February 16, 1972

Dear Specialist:

We are most pleased to have you as a participant in the Specialists' Survey of the USOE-sponsored NCEC Product Evaluation Project. Enclosed you will find the following items:

1. Document(s). As we indicated in our telephone conversation, documents have been assigned in the subject areas for which you were recommended by ERIC Clearinghouse Advisory Board members. If you do not feel that a document is truly relevant to your general professional interests, please indicate this on the appropriate question in the attached questionnaire, and do not complete the evaluation. We would appreciate your contacting us about this problem as soon as possible, so that we can reassign the document(s) to another specialist.

2. Questionnaire. We have attached a 4-page questionnaire to each document we are asking you to review. In addition to the checkmark responses, we hope you will take the time to complete the open-ended sections, so that we may have concrete examples and suggestions to support recommendations made in our report to USOE.

3. Remuneration Form. Attached to your first questionnaire is a Remuneration Form. We would appreciate your completing this form, as it will help us expedite the paperwork that accompanies this exchange.

A pre-paid return envelope is enclosed for your convenience. You are welcome to the documents, and we ask that you return only the completed questionnaire(s) and Remuneration Form. We hope that you will be able to complete the review by March 10.

We are encouraged by the support and enthusiasm expressed for the study during our telephone conversations with you and our other specialists. We look forward to receiving your evaluation and, in turn, will send you a summary report of the study. Thank you again.

Sincerely,

Judy Wanger

Judith Wanger
Project Director
NCEC Product Evaluation Project

JW/lsr

Enclosure

A-3064 (3/71)

NCEC PRODUCT EVALUATION STUDY

Remuneration Form
for
Specialists' Survey

SDC has asked me to evaluate the following NCEC products:

	SDC Code Number	Evaluation Completed (Please check)
1.	____________	______
2.	____________	______
3.	____________	______
4.	____________	______
5.	____________	______
6.	____________	______

I understand that I am to receive $15.00 for each document evaluation I have checked above.

☐ Please check here if you are not eligible to accept remuneration from a federally sponsored project.

Name ____________________

Position ____________________

Institutional Affiliation ____________________

Address ____________________

____
(City) (State) (Zip)

Office of Management and Budget No. 51-S-71046
Expiraton Date: April 30, 1972

NCEC PRODUCT EVALUATION SURVEY

1. Were you involved in any way in the preparation of this document? **(check one)**

   ( ) Was not involved

   ( ) Authored or co-authored it

   ( ) Edited it

   ( ) Reviewed it (pre-publication)

   ( ) Reviewed it (post-publication)

   ( ) Other (please specify) ______________________

   ____

If you authored, edited, or reviewed the document before publication, skip to the next document. Otherwise, continue with question 2.

2. How relevant is this document to your general professional interests?

   Relevant ( ) Somewhat relevant ( ) Not at all relevant ( )

If this document is not at all relevant to your general professional interests, skip to the next document. Otherwise, continue with question 3.

3. Had you read this document previously?

   Yes ( ) No ( )

   If yes, when did you read it?

   ( ) Within the past month

   ( ) Within the past 3 months

   ( ) Within the past 6 months

   ( ) More than 6 months ago

   ( ) Cannot recall when I read it

Each of the following questions addresses some dimension of quality or utility. Answer each one with respect to your knowledge of the field and the needs of professionals in the field, as you understand them to be.

4. As of the publication date, how great was the need in the field for a good document of this type on this topic?

   ( ) Very great; there was an immediate need for a document on this topic.

   ( ) Moderately great; the topic is of continuing importance in the field.

   ( ) Not at all great; there was no special need for it.

5. Please rate the quality of the document in each of the following areas. If there are any outstanding strengths or weaknesses in an area that you feel should be considered in the preparation of future documents of this type, please use the comments section to explain.

	Excellent	Good	Fair	Poor	Not Applicable
Choice of author	( )	( )	( )	( )	( )

Comments

Selection of content/material for discussions	( )	( )	( )	( )	( )

Comments

Choice of references in reference list	( )	( )	( )	( )	( )

Comments

Inclusion of current, up-to-date material	( )	( )	( )	( )	( )

Comments

Accuracy in reporting facts, events, and activities	( )	( )	( )	( )	( )

Comments

	Excellent	Good	Fair	Poor	Not Applicable
Interpretation (e.g., thoughtfulness, clarity, defensibility and/or originality in drawing recommendations and conclusions)	( )	( )	( )	( )	( )

Comments ____

____

____

Organization and representation of ideas	( )	( )	( )	( )	( )

Comments ____

____

____

Organization of bibliographic references	( )	( )	( )	( )	( )

Comments ____

____

____

Format (i.e., physical layout, illustrations, typography)	( )	( )	( )	( )	( )

Comments ____

____

____

Clarity of writing	( )	( )	( )	( )	( )

Comments ____

____

____

6. Would you recommend this document to your colleagues in the educational community?

Yes ( ) No ( )

If yes, for each of the purposes given below indicate how useful you believe it might be.

	DEGREE OF USEFULNESS		
PURPOSE OF USE	**Very useful**	**Somewhat useful**	**Not at all useful**
To obtain an overview of the topic	( )	( )	( )
To look up specific facts	( )	( )	( )
To identify relevant literature references	( )	( )	( )
To identify individuals or institutions working in the area	( )	( )	( )
To update knowledge about a known subject	( )	( )	( )
To obtain knowledge about a new subject	( )	( )	( )
To obtain practical guidance for educational practice	( )	( )	( )
Other (please specify)____________	( )	( )	( )

____

7. In general, how would you compare this document with other documents of the same type?

( ) It is a very useful document.

( ) It is not unusually useful, but it is worth having available.

( ) Its usefulness is too limited to justify its publication.

General Comments ____

____

____

____

E

APPENDIX E

SAMPLING REPORT: RANDOM SAMPLE

1. State Education Agencies
2. School Districts
3. Institutions of Higher Education

For each of the Random Sample units, the following sections are included:

a. Revised Sampling Parameters

b. Summary of Changes and Scope Notes

c. Sampling Report

NOTE: Totals presented in this attachment do not reflect the duplications that were found within the sample and with the non-random sample. Duplications were pulled prior to Q1 mailings.

1. State Education Agencies (SEA's)

A. REVISED SAMPLING PARAMETERS
STATE EDUCATION AGENCIES (SEA's)

Sampling Categories	Respondent Classification	No. of Respondents Per SEA	Total Number of Respondents for 8 States
1. Deputy or Ass't. Chief State School Officers	A	1	8
2. State School Board Member	A	1	8
3. Research, Planning, and Evaluation Staff	A	2	16
4. Other Administrative Staff	A	2	16
5. Federal Programs Coordinators/ Specialists	A	1	8
6. Supervisors of Instruction and Subject Area Consultants/ Specialists	A		
a. Elementary Education		1	8
b. Special Education		1	8
c. Adult Education		1	8
d. Early Childhood Ed.		1	8
e. Foreign Languages		1	8
f. Reading		1	8
g. Science		1	8
h. Mathematics		1	8
i. Social Studies		1	8
j. English		1	8
k. Vocational Education		1	8
l. All others		4	32
7. Library, Curriculum Center, and Media Staff	S	6	48
8. Psychologists and Counseling/Guidance Staff	S	4	32
	Totals:	32	256

B. SUMMARY OF CHANGES AND SCOPE NOTES

Categories	Comments
1, 2, 3, and 5	No substantive changes. Federal Programs' personnel (category 5) include general coordinators and specialists/consultants in specific titles (e.g., Title III, Title I) who are scattered throughout any agency's several divisions.
4	This category was added to pick up the directors and top administrators in other areas (e.g., facilities, budgeting, teacher training and accreditation) addressed by the clearinghouses.
6 (a-1)	The original areas of instruction covered in this category were expanded to include all clearinghouse areas; "all others" encompasses areas not covered by clearinghouses. This change was made for several reasons: 1) supervisors of secondary education--an original category--are virtually non-existent; secondary education personnel are subject-specific; and 2) any exclusion of a clearinghouse subject area would appear difficult to justify. Each category was fairly straightforward, except vocational education, which was defined to include vocational rehabilitation personnel. Typical "others" were physical education, driver, migrant, safety, fine arts, and environmental education.
7	This category represents a merger of two original categories, the reasons for which are: 1) state library personnel are not always a part of an SEA, therefore, we would have had difficulty in identifying 4 librarians; and 2) the distinction among instructional materials and resources personnel is not always as clear as our original two categories; therefore, placement of an individual into one or the other would have been arbitrary.
8	No changes were made except in the number sampled--originally we were to sample 3. The one additional position was taken from the total of the merged category (no. 7).

C. SAMPLING REPORT

	Categories																		
SEA	1 (1)	2 (1)	3 (2)	4 (2)	5 (1)	6a (1)	6b (1)	6c (1)	6d (1)	6e (1)	6f (1)	6g (1)	6h (1)	6i (1)	6j (1)	6k (1)	61 (4)	7 (6)	8 (4)	Total (by SEA) (32)
Maryland	1	1	2	2	1	0	1	1	1	1	1	1	1	1	1	1	4	6	4	31
Utah	1	1	2	2	1	1	1	1	0	1	1	1	1	1	1	1	4	6	3	30
Florida	1	1	2	2	1	1	1	1	1	1	0	1	1	1	1	1	4	6	4	31
Indiana	1	1	2	2	1	1	1	1	0	1	1	1	1	0	1	1	4	6	4	30
Washington	1	1	2	2	1	1	1	1	0	1	1	1	1	1	1	1	4	3	4	28
Connecticut	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	4	5	4	31
Texas	1	1	2	2	0	1	1	0	1	0	1	1	1	1	1	1	4	6	4	29
Kansas	1	1	2	2	1	0	1	1	0	1	1	0	0	1	1	1	4	1	4	23
																			Total:	233

2. School Districts

A. REVISED SAMPLING PARAMETERS
SCHOOL DISTRICTS

Sampling Categories	Respondent Classification	No. of Respondents Large	No. of Respondents Small	Total No. of Respondents for 8 Large	Total No. of Respondents for 8 Small
SCHOOL DISTRICT CENTER OFFICE					
1. Superintendent and Deputy/Associate/Assistant Superintendents	A	4	2	32	16
2. Supervisors/Coordinators/Specialists in Curriculum Areas	A	5	3	40	24
3. Research, Planning, and Evaluation Staff	A	1	1	8	8
4. School Board Member	A	1	1	8	8
ELEMENTARY SCHOOL PERSONNEL					
5. Classroom and Special Teachers	T	9	5	72	40
6. Reading Specialist	T	3	1	24	8
7. Special Education Personnel	T	3	1	24	8
8. Library/Media Specialists	S	5	3	40	24
9. Pupil Personnel Workers	S	5	3	40	24
10. Principal's Office	A	4	2	32	16
SECONDARY SCHOOL PERSONNEL					
11. Science	T	3	1	24	8
12. Mathematics	T	3	1	24	8
13. English/Language Arts	T	4	2	32	16
14. Foreign Languages	T	3	1	24	8
15. Social Studies/Social Sciencies	T	5	3	40	24
16. Vocational Teachers	T	5	3	40	24
17. All Other Subjects	T	5	3	40	24
18. Librarian/Media Coordinator	S	4	2	32	16
19. Counselor and Psychologist	S	3	1	24	8
20. Special Education	S	3	1	24	8
21. Principal's Office	A	4	2	32	16
TOTALS:		82	42	656	336

B. SUMMARY OF CHANGES AND SCOPE NOTES

Categories	Comments
1	In cases where there were only Superintendents (i.e., no Deputies), we sampled--when possible--from among Directors of major administrative units.
2	To accommodate the variations in titles, we included supervisors specialists and coordinators.
3	This category was expanded to include planning and evaluation staff, in addition to research personnel. Even so, this category represents the greatest hole in our sampling; very few of the districts had staff in this area.
4	No changes.
5	Special teachers (e.g., in physical education and music) were added to this category. In the case of middle schools, teaching personnel assigned to "clusters" or other groups similar to K-6, were included as elementary personnel. (Middle school teachers responsible for specific subject areas along with junior high teachers, were considered secondary personnel.)
6-17	No changes.
18	In this category we merged library and media personnel, again because distinctions were rarely made in the directories.
19-21	No changes.
20	Special educators were added to make the secondary categories parallel in coverage of clearinghouses with the elementary ones.

C. SAMPLING REPORT

	Categories																				
SMALL DISTRICTS	1 (2)	2 (3)	3 (1)	4 (1)	5 (5)	6 (1)	7 (1)	8 (3)	9 (3)	10 (2)	11 (1)	12 (1)	13 (2)	14 (1)	15 (3)	16 (3)	17 (3)	18 (2)	19 (1)	20 (1)	21 (2)	Totals
Citrus Co.	1	3	1	1	5	1	1	3	2	2	1	1	2	1	3	3	3	2	1	0	2	39
Hutchinson	2	3	0	1	5	1	1	3	0	1	1	1	2	1	3	3	3	2	1	1	2	37
Regional School District 15	1	0	0	1	5	1	1	2	2	2	16								1	1	1	34
ALIEF	2	2	0	1	5	0	1	3	3	2	1	1	2	1	3	3	3	1	1	1	2	38
Worcester Co.	2	3	1	1	6		1	3	3	2	14							2	1	0	2	41
Porter Co.	1	2	0	1	5	1	1	0	0	2	1	1	2	1	3	3	3	2	1	1	2	33
Medical Lake	1	1	0	0	5	0	1	3	1	2	1	1	2	1	3	3	3	1	1	0	2	32
Iron and Rich	2	3	0	1	5	1	1	2	1	2	1	1	2	1	3	3	3	2	1	1	2	38
																					Total:	292

C. SAMPLING REPORT

LARGE DISTRICTS	Categories 1 (4)	2 (5)	3 (1)	4 (1)	5 (9)	6 (3)	7 (3)	8 (5)	9 (5)	10 (4)	11 (3)	12 (3)	13 (4)	14 (3)	15 (5)	16 (5)	17 (5)	18 (4)	19 (3)	20 (3)	21 (4)	Totals
New Albany-Floyd Co.	2	5	0	1	9	3	3	0	0	4	3	3	4	3	5	5	5	4	3	3	4	69
New Britain	3	5	1	1	9	3	3	4	5	4	3	3	4	3	5	5	5	4	3	3	4	81
Seattle	4	5	1	1	9	3	3	5	5	4	3	3	4	3	5	5	5	4	3	3	4	82
Tyler	2	5	1	1	9	3	3	5	0	4	3	3	4	3	5	5	5	4	3	3	4	76
Lee County	4	5	0	1	9	3	3	5	5	4	3	3	4	3	5	5	5	4	3	0	4	79
Baltimore	4	5	0	0	9	3	3	5	5	4	17					5	5	4	3	0	4	77
Alpine	4	4	1	1	9	3	3	3	3	4	3	3	3	3	5	5	5	4	3	3	4	78
																					Total:	542

3. Institutions of Higher Education

A. REVISED SAMPLING PARAMETERS
INSTITUTIONS OF HIGHER EDUCATION

Sampling Categories	Respondent Classification	No. of Respondents 4-Year Univ.	No. of Respondents Jr. Coll.	Total No. of Respondents 4-Year Univ.	Total No. of Respondents Jr. Coll
1. President and Vice Presidents	A	1	1	8	8
2. Academic Deans and Assistant Deans	A	2	1	16	8
3. Administrative Deans and Administrative Directors	A	3	2	24	16
4. Faculty		6	5	48	40
a. Vocational (Jr. Colleges) or Education Department (Universities)	T	(4)	(4)	(32)	(32)
b. All Others	T	(2)	(1)	(16)	(8)
5. Student Personnel Staff	S	3	2	24	16
6. Library Staff	S	3	2	24	16
		18	13	144	104

B. SUMMARY OF CHANGES AND SCOPE NOTES

Categories	Comments
1	No changes.
2	No changes except the addition of Assistant Deans. It includes those individuals who were listed as Dean or Assistant Dean of a given academic (curriculum) area, such as the Dean of the College of Education. Since some institutions used the title of Division Director rather than Dean, Directors of academic divisions were also included.
3	This category was added to include administrators (e.g., in business and facilities) to whom some NCEC products are addressed.
4	All full time teaching staff were sampled, including professors, associate professors, assistant professors, and instructors. Part-time staff, such as lecturers or consultants, were not included. Department chairmen were included in this category.
5	Deans of Students and all staff concerned with student affairs, including Admissions and Housing, were sampled in this category.
6	Both library and media staff were included in this category.

C. SAMPLING REPORT
4-Year Universities/Colleges

Institution				Categories				
	1	2	3	4a	4b	5	6	Totals
	(1)	(2)	(3)	(4)	(2)	(3)	(3)	(18)
Fort Hays Kansas State College	1	2	3	4	2	3	3	18
Indiana State Univ., Terre Haute	1	2	3	4	2	3	3	18
Central Connecticut State College	1	2	3	4	2	3	3	18
Eastern Washington State College	1	2	3	4	2	3	3	18
Pan American College	1	2	3	4	2	3	3	18
Florida State University	1	2	3	4	2	3	3	18
Coppin State College	1	2	2	4	2	3	3	17
Southern Utah State College	1	2	3	4	2	3	3	18
							Total:	143

C. SAMPLING REPORT
Junior Colleges

Institution	Categories 1 (1)	2 (1)	3 (2)	4a (4)	4b (1)	5 (2)	6 (2)	Totals (13)
Texas Southmost College	1	1	2	4	1	2	2	13
Centralia College, Washington	1	1	2	4	1	2	2	13
Vincennes University, Indiana	1	1	1	4	1	2	2	12
Gulf Coast Community College, Florida	1	1	2	4	1	2	2	13
Manchester Community College, Connecticut	1	1	2	4	1	2	2	13
Butler Co. Community Junior College, Kansas	1	1	2	4	1	2	2	13
Montgomery College, Maryland	1	1	2	4	1	2	2	13
College of Eastern Utah	1	1	2	4	1	2	1	12
							Total:	102

F

APPENDIX F

ADDITIONAL ANALYSES OF SCREENING QUESTIONNAIRE (Q1) RETURNS

The following four tables display results of the analysis of Screening Questionnaire (Q1) respondents' interests ("major" and "other") separately by work setting and by role/function. These analyses were performed prior to the creation of the typology of user groups that was used in reporting interests in Chapter IV.

	Adult/ Continuing Educ.		Adult Basic Educ.		American Indian Educ.		Bilingual Educ.		Counseling/ Personnel		Compensatory Educ.		Curriculum Development		Early Child-hood Educ.		Educational Administration		Media/ Technology		Elementary Educ.		English/ Languag	
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
Elementary School	0	0	0	0	0	1	0	0	0	0	9	2	1	3	6	17	3	9	1	0	39	23	0	1
Junior High/ Middle School	0	0	0	0	0	1	0	4	0	0	8	7	3	5	0	0	7	7	1	0	3	1	4	5
Senior/Vocational High School	1	0	0	0	0	0	0	1	0	1	7	8	1	5	1	0	8	4	1	2	0	0	5	6
Junior College/ Community College	3	1	0	0	0	0	0	0	0	1	11	5	1	3	0	3	7	9	0	3	0	0	3	3
Four-Year College/ University	1	3	0	0	0	0	0	0	0	1	3	3	2	2	1	3	4	4	3	4	1	1	1	1
School District Central Office	0	2	0	0	0	0	0	0	0	2	5	3	2	13	0	2	30	19	0	3	8	3	2	2
State Department of Education	2	0	1	0	0	0	1	0	2	1	7	2	4	6	1	1	7	11	7	4	2	3	4	1
Non-Profit Organization	0	7	0	1	0	0	2	1	0	0	3	4	8	3	12	7	5	1	0	4	0	0	2	0

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Elementary Educ.	English/ Language Arts		Ethnic/ Minority Educ.		Exceptional Children		Fine Arts		Health/Safety/ Driver Educ.		Higher Educ.		Home Economics		Instructional Materials		Junior Colleges		Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R
23	0	1	0	1	10	8	0	1	0	0	0	1	0	1	1	1	0	0	0	0	9	4	0	0	0	1	0	1	10
1	4	5	0	0	7	4	4	0	0	0	0	0	3	3	2	3	0	0	2	9	10	3	8	0	3	1	0	0	3
0	5	6	0	0	1	2	2	1	1	1	1	0	3	0	0	2	0	0	1	16	7	9	2	1	5	0	1	1	0
0	3	3	0	1	1	0	1	1	1	0	0	3	0	1	0	1	9	18	1	2	9	11	0	1	1	0	3	1	1
1	1	1	1	1	2	2	1	0	0	0	11	10	0	2	2	1	0	1	1	4	9	5	1	1	3	0	1	1	1
3	2	2	0	1	8	3	7	0	0	0	0	0	2	0	2	2	0	0	0	1	0	2	0	0	2	0	2	2	2
3	4	1	1	0	4	1	3	0	3	0	0	1	0	0	3	0	0	0	2	1	1	5	2	0	1	0	1	1	4
0	2	0	0	1	0	3	3	0	0	0	2	7	0	0	0	3	2	0	3	0	0	4	0	0	0	0	0	1	3

F-1. "MAJOR" INTERESTS OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS BY WORK SETTINGS (IN PERCENTAGES)

thematics Educ.	Physical Educ.		Psychological Services		Reading		Research/ Development		Rural/Small Schools		Science Educ.		Secondary Educ.		Social Science Educ.		Teacher Educ.		Tests/ Measurement		Vocational/ Technical		Other Interests	
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
0	0	1	0	1	10	9	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1
0	3	1	0	0	3	11	0	0	0	0	6	3	4	0	10	12	0	1	0	0	3	1	0	0
1	5	0	1	1	0	1	0	1	0	0	5	5	5	5	10	7	0	0	0	1	19	5	1	1
1	1	0	3	1	1	3	0	3	0	0	3	1	0	0	0	1	0	1	1	1	19	6	7	2
1	3	0	1	1	1	3	6	3	0	0	1	3	1	1	1	2	3	13	8	2	4	3	8	4
0	2	0	2	2	2	3	3	6	2	0	0	3	0	2	2	1	0	3	0	2	3	2	2	1
0	1	0	1	1	4	3	2	8	1	0	5	1	1	0	4	1	2	2	3	1	2	12	2	5
0	0	0	0	1	3	0	15	12	2	0	0	1	0	1	0	1	5	3	7	7	0	1	7	7

	Adult/ Continuing Educ.		Adult Basic Educ.		American Indian Educ.		Bilingual Educ.		Counseling/ Personnel		Compensatory Educ.		Curriculum Development		Early Child-hood Educ.		Educational Administration		Media/ Technology		Elementary Educ.		Englis Lan	
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
Elementary School	1	12	2	2	1	6	4	14	4	11	5	7	14	42	32	36	7	23	15	22	45	52	15	13
Junior High/ Middle School	7	5	6	0	2	4	2	8	1	7	7	15	20	47	3	7	7	16	12	24	5	20	16	17
Senior/Vocational High School	16	13	5	8	2	4	4	12	1	7	10	16	20	53	3	2	13	20	13	30	1	3	11	11
Junior College/ Community College	23	37	9	16	6	2	6	5	7	13	17	19	23	47	1	4	20	35	20	29	1	3	10	10
Four Year College/ University	14	21	8	7	4	6	5	8	7	13	15	11	29	39	16	16	23	21	12	22	21	21	11	11
School District Central Office	15	13	8	10	7	3	7	13	12	25	28	20	42	56	25	37	25	36	15	30	35	42	8	22
State Department of Education	13	26	10	13	10	11	12	18	15	21	13	18	50	49	24	31	18	43	19	31	28	37	8	20
Non-Profit Organization	10	30	12	12	10	12	17	11	17	23	10	18	27	40	29	26	10	29	24	32	32	23	14	16

ge	nology	Elementary Educ.		English/ Language Arts		Ethnic/ Minority Educ.		Exceptional Children		Fine Arts		Health/Safety/ Driver Educ.		Higher Educ.		Home Economics		Instructional Materials		Junior Colleges		Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psych	
R		R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
12	2	45	52	15	13	15	23	18	27	7	10	2	3	1	2	0	3	18	35	1	0	4	9	9	12	12	13	4	7	6	13
9	4	5	20	16	17	9	25	12	13	7	8	7	7	3	4	5	7	21	27	2	5	6	12	4	12	9	9	8	7	7	15
11	0	1	3	11	11	11	16	7	9	6	11	9	4	4	6	3	4	22	41	3	4	5	10	1	11	5	9	4	5	3	13
13	29	1	3	10	10	13	16	3	5	7	7	4	3	34	48	0	3	21	38	67	68	3	5	7	10	6	7	6	3	10	15
16	12	21	21	11	11	16	20	9	12	4	5	4	4	36	36	3	3	18	30	11	11	5	9	8	10	8	8	3	4	8	9
16	30	35	42	8	22	10	22	28	25	8	12	12	10	3	4	7	9	30	41	2	2	8	17	10	20	13	16	12	10	28	2
21	31	28	37	8	20	21	29	15	29	7	15	8	14	9	13	2	11	28	42	6	14	10	18	10	21	9	22	6	13	8	1
27	32	32	23	14	16	27	33	5	19	7	5	2	3	12	25	2	3	29	34	3	14	14	11	7	16	8	11	2	4	8	1

F-2. "OTHER" INTERESTS OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS BY WORK SETTINGS (IN PERCENTAGES)

Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		Reading		Research/ Development		Rural/Small Schools		Science Educ.		Secondary Educ.		Social Science Educ.		Teacher Educ.		Tests/ Measurement		Vocational/ Technical		Other Interests	
R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
9	12	12	13	4	7	6	13	45	37	1	18	4	6	12	14	0	1	11	13	12	25	14	22	1	2	0	4
4	12	9	9	8	7	7	15	15	20	6	13	2	4	8	15	17	39	9	15	9	20	17	23	8	13	1	1
1	11	5	9	4	5	3	13	10	12	3	17	2	2	5	9	4	56	10	10	12	22	10	25	19	18	3	3
7	10	6	7	6	3	10	15	14	12	11	35	1	1	6	7	6	3	6	9	4	16	23	33	24	31	6	8
8	10	8	8	3	4	8	9	10	14	40	30	3	7	4	10	20	21	9	12	41	43	25	25	14	14	4	6
10	20	13	16	12	10	28	20	27	33	18	35	8	8	13	15	32	36	10	18	27	32	42	43	17	23	7	5
10	21	9	22	6	13	8	15	15	26	21	43	9	26	7	18	28	42	9	19	31	43	26	41	16	27	5	5
7	16	8	11	2	4	8	15	17	19	63	37	8	12	12	10	15	18	12	14	31	25	27	27	8	29	5	12

	Adult/ Continuing Educ.		Adult Basic Educ.		American Indian Educ.		Bilingual Educ.		Counseling/ Personnel		Compensatory Educ.		Curriculum Development		Early Child-hood Educ.		Educational Administration		Media/ Technology		Elementary Educ.		English/ Langua	
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
Teacher/Professor	0	2	0	0	0	0	0	1	0	0	1	2	1	2	2	5	2	3	1	2	12	4	4	3
Reading Specialist	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	10	0	0	0
Superintendent/ Asst. Super.	0	0	0	0	0	1	0	0	0	0	0	0	4	18	0	1	74	42	0	0	0	2	0	0
President/Vice Pres./ Dean	5	4	0	0	0	0	0	0	0	0	5	2	5	4	0	1	14	10	0	0	0	1	0	2
Principal/ Asst. Principal	0	1	0	0	0	1	0	0	0	0	0	2	4	10	0	10	36	24	0	0	25	16	0	0
Supervisor of Instruction	4	0	0	0	0	0	0	0	4	1	0	0	4	17	0	4	0	5	4	1	16	4	0	5
Personnel/Counselor/ Psychologist	0	1	0	0	0	0	0	0	0	0	70	45	0	0	0	2	0	4	0	0	0	0	0	0
Program Specialist/ Consultant	2	4	1	0	0	0	0	1	2	3	7	3	5	8	2	5	2	6	4	3	2	2	5	2
Librarian/Media Specialist	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	10	16	4	3	0	1
Researcher/R&D Staff Member	1	1	0	0	0	0	1	0	0	0	2	1	5	1	5	4	6	4	1	2	0	1	2	0
Other Admin. Roles/ Functions	7	3	0	0	0	0	2	0	0	2	2	2	5	3	0	1	20	14	2	2	2	3	0	0

F-3. "N
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Elementary Educ.		English/ Language Arts		Ethnic/ Minority Educ.		Exceptional Children		Fine Arts		Health/Safety/ Driver Educ.		Higher Educ.		Home Economics		Instructional Materials		Junior Colleges		Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		
R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R
12	4	4	3	0	1	8	4	4	1	1	0	2	6	2	1	0	0	0	1	2	9	0	2	4	1	4	1	1	1	2
10	0	0	0	0	0	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	76
0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	1	0	2	0	1	0	1	5	0	0	0	27	18	0	0	0	0	23	11	0	1	0	0	0	0	0	0	0	1	0
25	16	0	0	0	0	2	4	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
16	4	0	5	0	1	8	1	8	1	0	1	0	0	4	3	0	0	0	1	4	12	0	0	0	4	4	0	0	0	4
0	0	0	0	0	0	0	4	0	0	0	0	1	2	0	0	0	0	0	6	0	0	0	0	0	0	0	0	3	12	0
2	2	5	2	1	1	8	4	5	0	4	0	0	3	1	1	2	2	1	1	2	2	1	1	3	0	2	0	1	0	2
4	3	0	1	0	1	2	1	0	0	0	0	0	2	0	0	7	6	0	0	1	0	64	38	0	0	0	0	0	0	0
0	1	2	0	1	1	0	1	2	0	0	0	3	7	0	1	1	0	1	4	3	0	0	4	0	0	0	0	0	2	2
2	3	0	0	0	2	2	3	0	0	0	0	5	7	0	0	7	1	2	2	0	1	0	4	0	0	0	0	2	0	0

F-3. "MAJOR" INTERESTS OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS BY FUNCTION (IN PERCENTAGES)

Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		Reading		Research/ Development		Rural/Small Schools		Science Educ.		Secondary Educ.		Social Science Educ.		Teacher Educ.		Tests/ Measurement		Vocational/ Technical		Other Interest	
R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
2	9	0	2	4	1	4	1	1	1	2	4	0	2	0	0	5	5	2	1	9	5	1	10	1	1	11	3	3	3
0	0	0	0	0	0	0	0	0	0	76	61	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	1	0	7	4	0	0	1	0	2	0	0	0	0	0	1	7	2	0	0
0	1	0	0	0	0	0	0	0	1	0	0	0	4	0	0	0	3	0	0	0	4	0	10	0	0	5	2	5	2
0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	11	5	0	1	0	2	0	0	7	2	0	1
4	12	0	0	0	4	4	0	0	0	4	5	0	1	0	0	0	4	4	3	4	1	0	4	0	0	8	1	0	0
0	0	0	0	0	0	0	0	3	12	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	4	1	3	1
2	2	1	1	3	0	2	0	1	0	2	2	0	1	1	1	6	2	1	0	5	2	2	5	4	3	2	8	2	4
1	0	64	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	0	0	0	1	0	2
3	0	0	4	0	0	0	0	0	2	2	1	20	27	1	0	1	1	0	1	0	0	3	4	12	9	3	4	6	4
0	1	0	4	0	0	0	0	2	0	0	0	2	4	0	1	0	0	0	0	0	1	5	6	0	1	0	8	7	6

	Adult/ Continuing Educ.		Adult Basic Educ.		American Indian Educ.		Bilingual Educ.		Counseling/ Personnel		Compensatory Educ.		Curriculum Development		Early Child-hood Educ.		Educational Administration		Media/ Technology		Elementary Educ.		English/ Languag	
	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
Teacher/Professor	10	18	4	7	2	5	4	10	2	11	7	7	16	41	11	14	4	16	8	20	11	22	13	10
Reading Specialist	5	16	5	3	0	5	0	8	0	18	5	11	14	29	33	42	5	8	14	13	76	61	19	24
Superintendent/ Asst. Super.	19	16	11	15	11	1	7	16	15	25	22	27	41	58	30	34	11	46	22	40	44	53	15	28
President/Vice Pres./ Dean	41	24	18	9	18	4	14	4	9	13	23	14	41	45	9	14	45	40	27	24	9	17	9	9
Principal/ Asst. Principal	14	8	9	3	2	6	4	8	5	9	21	23	39	58	18	26	39	41	20	20	16	38	13	19
Supervisor of Instruction	12	17	8	3	4	4	12	13	16	16	4	3	72	67	28	34	40	38	16	34	24	37	12	20
Personnel/Counselor/ Psychologist	9	18	7	5	1	6	3	10	9	11	21	38	16	28	16	20	15	24	1	10	18	13	3	2
Program Specialist/ Consultant	12	23	6	13	7	11	11	13	15	17	12	15	52	46	22	21	16	33	16	22	32	27	7	16
Librarian/Media Specialist	11	26	6	12	6	11	3	13	2	15	8	14	22	44	13	21	3	22	42	49	26	25	19	21
Researcher/R&D Staff Member	10	18	10	7	7	4	10	10	10	19	15	16	30	36	18	23	23	34	17	27	26	18	10	8
Other Admin. Roles/ Functions	15	37	10	22	7	7	10	16	10	23	22	29	20	39	10	29	32	44	13	30	13	23	7	15

F-4. "OTHER" INT
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glish/ Language Arts	Ethnic/ Minority Educ.		Exceptional Children		Fine Arts		Health/Safety/ Driver Educ.		Higher Educ.		Home Economics		Instructional Materials		Junior Colleges		Languages/ Linguistics		Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		Reading		Researc Deve	
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
10	10	19	9	11	6	4	7	2	10	26	1	1	15	31	9	13	5	8	3	5	8	6	5	2	2	6	17	14	8	24
24	0	13	10	42	5	0	0	3	0	5	0	0	14	26	0	8	5	16	0	8	5	0	0	0	5	24	24	34	10	18
28	15	26	22	26	15	18	11	17	7	5	11	15	22	40	4	1	7	19	11	22	19	24	11	19	22	21	22	38	22	38
9	27	18	0	11	5	5	0	4	55	43	0	4	27	30	18	19	0	7	18	14	0	13	5	8	9	11	14	16	18	26
19	14	20	20	22	14	15	11	6	4	5	9	6	36	39	2	3	9	5	14	12	16	13	14	12	7	14	38	35	11	25
20	24	29	12	14	0	16	4	11	8	9	4	3	40	50	4	4	8	17	4	14	8	13	4	7	4	9	20	25	16	22
2	19	22	28	32	4	2	3	1	18	30	0	2	6	12	19	21	0	1	0	2	4	2	3	1	40	55	7	16	7	43
16	17	29	12	17	6	9	7	4	9	17	1	5	30	37	7	14	9	13	6	11	8	12	5	5	9	14	12	17	21	33
21	16	24	11	21	7	17	3	13	13	25	2	12	49	57	8	19	7	17	20	36	3	20	2	15	4	13	34	30	6	27
8	20	17	6	16	5	4	3	3	17	23	3	3	20	23	9	19	10	5	10	17	10	9	2	3	10	16	13	16	60	49
15	17	27	17	20	7	15	10	11	22	26	5	12	10	29	13	18	7	18	5	16	15	15	5	12	7	14	17	22	30	37

F-4. "OTHER" INTERESTS OF SCREENING QUESTIONNAIRE (Q1) RESPONDENTS BY ROLE FUNCTION (IN PERCENTAGES)

nguages/ Linguistics	Library/Info. Sciences		Mathematics Educ.		Physical Educ.		Psychological Services		Reading		Research/ Development		Rural/Small Schools		Science Educ.		Secondary Educ.		Social Science Educ.		Teacher Educ.		Tests/ Measurement		Vocational/ Technical		Other Interests	
N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N	R	N
8	3	5	8	6	5	2	2	6	17	14	8	24	3	5	7	9	21	24	8	10	17	39	11	21	10	10	3	5
14	0	8	5	0	0	0	5	24	24	34	10	18	5	3	5	0	10	8	5	0	14	29	33	42	0	0	0	5
19	11	22	19	24	11	19	22	21	22	38	22	38	7	14	15	23	41	43	11	30	30	34	33	44	15	32	4	6
[illegible]	18	14	0	13	5	8	9	11	14	16	18	26	5	6	14	16	5	14	9	12	18	36	18	29	23	29	5	4
5	14	12	16	13	14	12	7	14	38	35	11	25	0	7	20	17	27	21	18	18	23	31	18	32	14	10	2	2
17	4	14	8	13	4	7	4	9	20	25	16	22	12	4	8	12	24	30	12	16	28	46	20	42	20	12	8	3
1	0	2	4	2	3	1	40	55	7	16	7	43	0	6	1	2	10	17	7	4	6	16	49	59	19	37	0	5
13	6	11	8	12	5	5	9	14	12	17	21	33	8	9	5	13	27	31	5	14	33	33	27	27	14	18	5	8
17	20	36	3	20	2	15	4	13	34	30	6	27	3	14	6	19	13	27	12	22	15	34	7	20	8	24	0	5
5	10	17	10	9	2	3	10	16	13	16	60	49	7	12	9	7	22	19	10	9	30	23	34	45	15	22	5	7
18	5	16	15	15	5	12	7	14	17	22	30	37	7	20	10	14	20	32	10	13	27	31	27	30	17	30	0	3

406

9

APPENDIX G

GLOSSARY

A. ACRONYMS

EDRS.	ERIC Document Reproduction Service
EMC.	Educational Materials Center (in NCEC)
ERIC.	Educational Resources Information Center (of NCEC)
GPO.	U.S. Government Printing Office
NCEC.	National Center for Educational Communication (in USOE)
USOE.	U.S. Office of Education, Department of Health, Education and Welfare

B. SURVEY AND ANALYSIS TERMS

General Field Survey. Two-phase survey of a broad cross-section of educators, drawn from random and non-random samples. Phase 1 was a screening phase designed to identify potential product evaluators. Phase 2, the Evaluation Questionnaire survey for product Users and Non-users, was designed to obtain both evaluations of products that had been read, and potential-interest evaluations on products that had not been read.

Level-of-Effort Index. An analysis variable. High, medium, and low levels were created for documents by product type. These were developed from the distribution of professional man-hours invested in the preparation of the documents, data for which were provided by each NCEC originating unit.

Level-of-Visibility Index. An analysis variable. High, medium, and low levels were created for documents by product type. These were developed to represent the degree of initial exposure that a document received in the distribution of original copies. (PREP reports are an exception to this criterion of "original distribution" as a measure of visibility. Some estimate of their secondary distribution through state education agencies is represented in their visibility index levels.)

Non-Random Sample. One of two samples used in the General Field Survey. Drawn from personnel listings of state education agencies, local school districts, junior colleges, colleges/universities, and USOE-supported research facilities.

Non-Reader. An evaluator-group classification for respondents to the User Evaluation Questionnaire (Q2), who were Users of NCEC products (as determined in Q1), but who had not read/skimmed particular products out of the 10 assigned documents.

Non-User. A classification for Screening Questionnaire (Q1) respondents who had only heard about, or who had no awareness of NCEC products. Non-users were sent Non-user Evaluation Questionnaires (Q3) in the second phase of the General Field Survey so that their potential interest in specific products could be ascertained.

Non-User Evaluation Questionnaire (Q3). Used in the second phase of the General Field Survey to obtain potential-interest information on products.

Product Type. An analysis variable. This was the basic dimension upon which data were aggregated. All documents were classified as one of three product types: 1) Reviews and State-of-the-Art Papers, 2) Practical Guidance Papers, and 3) Bibliographies.

Q1. See Screening Questionnaire.

Q2. See User Evaluation Questionnaire.

Q3. See Non-User Evaluation Questionnaire.

Q4. See Specialists' Evaluation Questionniare.

Random Sample. One of two samples used in the General Field Survey. Drawn from several listings available from dissemination channels in the "NCEC family," including state and local educational information center user lists, ERIC clearinghouse mailing lists and request files, and ERIC Document Reproduction Service on-demand sales records.

Reader. An evaluator group classification for Users in the Evaluation Questionnaire Survey who had read a particular product out of the 10 assigned.

Screening Questionnaire (Q1). Used in the first phase of the General Field Survey to identify potential product evaluators.

Specialists' Evaluation Questionnaire (Q4). Used in the Specialists' Survey to obtain in-depth evaluations of products.

Specialists' Survey. This survey involved individuals identified by their colleagues as being particularly well qualified to evaluate documents in their areas of expertise. Specialists received complete copies of products.

Subject Area. An analysis variable. Products were classified into one of four broad educational areas: 1) Instructional Content, 2) Educational Administration and Services, 3) Special and Other Educational Groups, and 4) Higher Education.

User. A classification for respondents to the Screening Questionnaire (Q1) who reported having previously read/skimmed products from at least one NCEC unit. Users received the User Evaluation Questionnaire and each was asked to evaluate 10 products. Users who responded to this second questionnaire became Readers and/or Non-readers.

User Evaluation Questionnaire (Q2). Used in the second phase of the General Field Survey to obtain evaluation data on products from Readers and to obtain potential-interest information on products that had not been read.

User Groups. An analysis variable. A typology of 15 general user groups was created from background information provided by respondents to the Screening Questionnaire. These groups were: Reading Specialists, Special Educators, Vocational Educators, Supervisors of Instruction, Counselors and Psychologists, Researchers, Instructional Resources Specialists, Program Specialists, Principals/ Assistant Principals in elementary and secondary schools, Elementary Teachers, Secondary Teachers, College Professors, College Administrators, Superintendents in local and state education agencies, and Other Administrators in local and state education agencies.